LAKE FOREST COLLEGE CALENDAR 1988-89

FALL TERM 1988

August 28	New Students Arrive/Orientation Begins
August 29-30	Orientation
August 31	Registration
September 1	Classes Begin
September 5	Labor Day (Classes Held)
September 14	Last day for permissible change of registration.
September 14	Last day to register for credit/D/fail option.
October 22-25	Mid-term break
October 26	Last day for approved withdrawal from a course with an automatic "W".
October 28	Mid-term grade report due
November 24	Thanksgiving (no classes)
November 25	No classes
December 13	Last day of class
December 14-15	Reading Days
December 16-17	Final Exams
December 18	Reading Day
December 19-21	Final Exams
December 23	Final Grades Due
December 22 - January 16	Winter Recess*

SPRING TERM 1989

Jan. 15	New Students Arrive
Jan. 16	Registration/ Orientation
Jan. 17	Classes begin for first 7-1/2 week session & 15 week session.
Jan. 23	Last day for permissible change of registration, and last day to register for credit/D/fail option in first 7-1/2 week session.
Jan. 30	Last day for permissible change of registration, and last day to register for credit/D/fail option in 15 week session.
Feb. 13	Last day for approved withdrawal from a course, with an automatic "W", in first 7-1/2 week session.
Mar. 6	Classes end for first 7-1/2 week session.
Mar. 7-8	Final Exams, first 7-1/2 week session.
Mar. 11-19	Mid-term Vacation**
Mar. 20	Classes begin for second 7-1/2 week session.
Mar. 20	Classes resume for 15 week session.
Mar. 20	Last day for approved withdrawal from a course with an automatic "W", in 15 week session.
Mar. 22	Mid-term & 7-1/2 wk. grades due.
Mar. 24	Last day for permissible change of registration, and last day to register for credit/D/fail option in second 7-1/2 week session.
Apr. 14	Last day for approved withdrawal from a course, with an automatic "W", for second 7-1/2 week session.
May 1	Classes End, 15 week session.
May 2-4	Reading Days, 15 wk. courses.
May 4	Classes End, second 7-1/2 week session.
May 5-10	Final Exams (including Saturday, May 6).
May 11	Senior Final Grades Due
May 13	Commencement
May 15	Underclassmen's Grades Due

*Residence halls and food services are *closed*.
**Residence halls open/food services are *closed*.

Lake Forest College / A Résumé / 3

The Academic Program / 9

- Majors / 10
- Pre-Professional Career Preparation / 13
- Off-Campus Study / 15
- Community Education / 25
- Research and Learning Resources / 27
- Academic Regulations / 31

Courses of Instruction, Majors and Degree Programs / 42

Cooperative Degree Programs / 60

Graduate Study / 64

Student Life / 150

Admissions, Financial Aid, College Expenses / 158

Directory / 170

Degrees and Senior Honors / 189

Index / 198

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Drawings by Hugh McMahon, Lake Forest

Lake Forest College — A Résumé

Lake Forest College is a community of people whose common goal is to acquire, explore and evaluate human knowledge and culture, and whose common commitment is to the development of individuals for lives of leadership, service and personal fulfillment.

Lake Forest — Its Past . . .

The institution from which Lake Forest College derived was founded in 1857 as Lind University by visionary Presbyterians, who also founded the town of Lake Forest (1861) and established its First Presbyterian Church (1884). The school grew to include both a boys' and girls' academy, a co-educational undergraduate college, and graduate schools of medicine, dentistry and law. In the early years of this century the graduate schools were disassociated so that full attention could be devoted to the undergraduate college; the academies became independent in the early 1920's and continue today as Lake Forest Academy/ Ferry Hall, located in west Lake Forest.

The undergraduate college enrolled its first students in 1876, a class of 12. Throughout its history, as its student body has grown to more than a thousand undergraduates, it has continued to express many of those values cherished by its founding fathers. The College remains today related to the Presbyterian Church, U.S.A., although now independently governed by an elected Board of Trustees. It is accredited at the undergraduate and the master's level.*

Lake Forest Today . . .

Its history of well over a hundred years of concern for the individual student has given today's College a richly diverse educational curriculum, with an expanded view of the liberal arts. The College's academic programs are enhanced by off-campus study, cooperative degree programs, and both domestic and international internship experiences. A graduate program in liberal studies, founded in 1976, integrates ideas and information across disciplinary lines.

*By the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, and is registered by the Board of Higher Education, the State of Illinois.

Lake Forest's planned small size encourages interaction between students and faculty; its location near Chicago gives students exposure to the myriad cultural opportunites available in a major metropolitan area.

In its curriculum and its student life, Lake Forest's special qualities perhaps are best defined in its own Mission Statement, approved by faculty and trustees in 1984.

Mission Statement . . .

At Lake Forest College we are dedicated to providing a liberal arts education that will be of enduring value in the lives of our graduates. We seek to foster students' capacity for effectiveness and productivity to prepare them for lives of accomplishment and fulfillment. We are committed to maintaining a college community that encourages a diverse population to live harmoniously and promotes responsible citizenship and dedication to intellectual and personal goals. We also endeavor to serve the larger communities of town and society. The purpose of this statement is to describe these related goals.

Our ideal is an education with breadth; we encourage students to extend their intellectual horizons to many areas in the arts, the humanities, and the natural and social sciences. It is an education that requires depth; students must develop expertise in their chosen disciplines. It nurtures curiosity and inspires discovery and learning. This education helps individuals to think — to be logical and analytical, to be imaginative and creative. It emphasizes effective communication both in writing and speaking. It encourages quantitative thinking and intelligent use of data and information. It values scientific knowledge and an aesthetic sense. It is an education that explores the nature of both individuals and cultures, to promote understanding of and sensitivity to the diversity of humankind. It stresses values — ethical, moral, and social — and demands the examination and refinement of those values.

An important tenet of our faith in liberal arts education is that it is practical. It enables people to examine issues from a variety of perspectives, it provides the intellectual tools to solve problems in a distinctive way, and it fosters the will to do so. Lake Forest specifically designs its academic programs and its college life to help its graduates become "doers" as well as "thinkers", to become effective and productive members of their communities. The tools of research, reasoning, and communication become the foundation for a life of active contribution to society in the arts, business, politics, and professions, science or technology.

To accomplish these goals we nurture in our students certain traits, skills, and inclinations. We urge students to be purposeful, to establish and focus on goals, to make choices and to reach conclusions. Our curriculum encourages students to attempt to do things that have clear and measurable consequences and to take appropriate actions that will lead to the results they desire. The Western academic tradition has tended to foster work and achievement by the individual, but in a complex world it is frequently necessary to bring together the experience of several people to solve problems. Therefore, at Lake Forest College, students learn to work in groups, and learn to speak and write both to convey information and to persuade.

Lake Forest College's commitment to these ideals requires the maintenance and continued development of its educational resources, both material and human. In the faculty, a key resource, we emphasize not only talent and dedication in teaching and advising, but also accomplishment in research and publication or creative achievements. We foster the intellectual vitality of our faculty and have an abiding concern for academic freedom.

Lake Forest College emphasizes individual choice and initiative, coupled with a strong sense of responsibility. In discussion with faculty members, students are encouraged to design academic programs that meet their own needs and the College's ideals. Except for the requirement of their academic majors, students are free to choose their own courses. Since Lake Forest College is a predominantly residential college, we maintain a rich and varied co-curriculum for a student body diverse in race, background, and interest. Responsibility, choice and initiative, indeed all of our ideals, are pursued in college life outside of the curriculum. Living together in residence halls and governing themselves, students learn the importance of forming a community in an atmosphere of diversity. Competing on the playing fields and cooperating in clubs and organizations, and in less formal settings, students learn about and from each other.

We have committed Lake Forest College to leadership among private liberal arts colleges. Individuals educated in accordance with our liberal arts ideal will, regardless of their personalities, interest, and careers, share a common set of characteristics. They will have grown in awareness, knowledge, and wisdom. They will have developed a lifelong commitment to learning, a capacity for productive endeavor, an ability to effect change, a set of reasoned principles to guide their lives, a concern for what is right, and the will to change what is not.

The Campus . . .

Lake Forest College is located on 107 acres, part of those lands claimed for the College in 1857. Among the buildings that still survive from the late 19th century period of the College's history are Moore Hall, now a South Campus dormitory, Middle Campus's North Hall, now the administration building, and Patterson Lodge, now the admissions building. The original 1878 campus building, College Hall, was fully renovated and renamed Young Hall in 1982, serving now as it did in the first years of the College as the central classroom facility. North Gym, built in 1890, has been renovated during the 1987-88 academic year and now houses the departments of psychology and sociology and anthropology as well as the Counseling Center.

North Campus took shape in the 1890's with the construction of Durand Institute and Lois Durand residence hall. Durand Institute, designed by the noted architect Henry Ives Cobb, was built originally as a branch of the Art Institute of Chicago and has been by turns a theatre, classroom and administration building. The newly renovated Durand Institute reopened in January of 1981 and returned to its original status as an art center, now housing the Sonnenschein Gallery, painting, drawing, print, ceramics and photography studios, and departments of art and philosophy.

To the beginning of the College's second period of growth, the turn of the century, belong several buildings on Middle Campus, including Lily Reid Holt Memorial Chapel, with its windows of Tiffany glass, and Reid Hall, the College's library until 1965 and later a classroom building. Reid Hall which houses education and religion, has been renovated this past year to include state-of-the-art music facilities. Harlan and Blackstone residence halls, Durand Commons, and Carnegie Hall, which then housed the natural science department, were completed a few years later, in 1906.

In the 1960's, a third building drive responded to the needs of an increasingly well-qualified faculty and sophisticated curriculum and an expanded student body. In 1961, the Johnson Science Center, with its prize-winning circular Freeman Science Library, was opened on Middle Campus. The year 1965 saw the completion of the main Donnelley Library, to accommodate the College's growing collection; in 1983-84, this building was renovated to meet Lake Forest's increasingly progressive use of modern technologies, including the 25-library Illinois academic library consortium based on LCS, the largest library computer system in the world. The late sixties also saw a large dining hall and cafeteria added to Durand Commons.

The sixties also witnessed the development of South Campus, where Moore Hall, once a Lake Forest Academy building, was joined by two

new residence quadrangles, and where a fully equipped Sports Center, complete with Olympic-size pool, basketball arena, racquetball, handball and squash courts, was built next to its predecessor, now converted into an indoor ice rink.

In addition to Durand Institute, College Hall, North Gym, and Reid Hall, other buildings renovated in the 1970's and '80's include the Chapel; Hixon Hall on South Campus, with its modern, highly flexible studio theatre, the Allan Carr Theatre; and Durand Commons, which includes a new snack bar, student government and other activity offices, student and faculty mailboxes, game room, college radio station, meeting rooms and lounge space. Currently scheduled for renovation is Johnson Science Center.

The Faculty

Central to the fulfillment of the College's mission is the distinguished Lake Forest faculty. More than eighty per cent of the College's full-time teaching faculty hold doctoral degrees. They are active as productive scholars, researchers and critics, and many have been recognized nationally as outstanding educators, as Phi Beta Kappa, Fulbright and Woodrow Wilson scholars, as fellows in academic societies and institutions.

Lake Forest faculty members are sought out and are retained at the College because they like teaching and excel in teaching at the undergraduate level. There are no arbitrary restrictions that consign freshmen to one set of professors, upperclassmen to another. All faculty are accessible.

Smaller class size is important, too. The student/faculty ratio is approximately 12.5:1, a happy condition that permits informality and flexibility in both content and teaching form. Students participate in a natural way in the give-and-take of discussion and interchange of opinion. The opportunity to take part, to be heard, is a valued aspect of the liberal arts at Lake Forest.

All professors also counsel individual students in their curricular programs as faculty advisors. Students, therefore, profit from the teaching skills and personal interest of the faculty, and they also enjoy the benefits of studying under nationally prominent scholars.

The Students . . .

The mission of the College calls for diversity within the student body, for responsible students willing and able to accept a rigorous curriculum, and for a commitment among its students of academic excellence and personal integrity. While virtually all states of the Union and a

number of foreign countries are represented, the diversity of the college community is seen in more than the geography and educational backgrounds of its students. It is also found in the broad range of personalities. A student at Lake Forest is accepted as an individual, with particular intellectual and personal talents and needs. For each individual, the College is a place to study, work, enjoy and live.

The students participate in a variety of activities. They join the faculty in the governing of the College through participation on committees and representation on the Board of Trustees. Student writers and performers take part in the FM radio station, student newspaper, literary magazines, yearbook, choir and theatre groups. Honorary societies in biology, drama, economics, education, foreign languages, philosophy, politics, psychology, chemistry and physics enjoy active student participation as do other special interest clubs. In athletics, the College provides physical education for interested students and maintains a comprehensive intramural and inter-collegiate athletic program.

There are several local fraternities and sororities and interest groups, all housed within the residence halls, whose members take their meals with all other students in the dining hall and find their associations and activities across the campus. All have equal opportunity to take advantage of the richness of the College's programs.

The Location . . .

Lake Forest College is located in the township of Lake Forest, on Chicago's North Shore. The campus is twenty-five miles northeast of O'Hare Airport via the Tri-State Tollway, about an hour on the airport bus and 35 minutes by car. Downtown Chicago is roughly the same distance away. The superb commuter railroad, The Chicago and Northwestern, takes about an hour, and the campus is a short walk or cab ride from the railroad station in Lake Forest.

There is quiet, safety, cleanliness and natural beauty in Lake Forest, and the additional intellectual, cultural, and educational resources of one of the nation's largest cities are close by. Students and faculty have access to the libraries of Northwestern University, The University of Chicago, the University of Illinois at Chicago, the Newberry, Chicago Public, and nearby Barat College. The Chicago Symphony, Lyric Opera, Goodman Theatre, the Museum of Contemporary Art and the Art Institute are merely a few of literally scores of cultural institutions that make Chicago a national center of music, drama, and art. The Museum of Science and Industry, Field Museum of Natural History, Adler Planetarium, Shedd Aquarium and Argonne National Laboratory are available to our students both informally and for some course work.

The College's location gives it the best of the suburban and urban worlds.

The Academic Program

Lake Forest College has opened its curriculum to an imaginative philosophy of education: namely, that no two individuals have the same educational needs and goals, and no two individuals have the same strengths, capacities, motivation or preparation. Each individual wants something distinctly personal from a college education. Accordingly, there are no specific distributional requirements at Lake Forest College. Each student is expected to compile a total of 32 course credits for graduation with the B.A. degree and to meet the special requirements of a major.

The College reaffirms its commitment to a broad education as embodied in the liberal arts. A graduate who represents the educational ideals of Lake Forest College will have studied a broad range of ideas, cultivated competence in communication and quantitative discipline, had significant exposure to the sciences, humanities and social sciences while completing requirements for a major in an academic department or an interdisciplinary program. It is and will continue to be the aim of the College to promote these ideals while allowing freedom of choice for the student in choosing his or her course of study, subject to the approval of an advisor. Students can choose majors of the traditional type, in one or more of eighteen departmental fields; they can cross departmental lines, combining courses and blocks of courses to give them new comprehensive skills or to capitalize on those they already have. They can create interdepartmental majors of their own or

select from a number of formal interdisciplinary majors designed by the College and supervised by faculty committees. In addition to a major, they can also incorporate into their own personal programs one of the various interdisciplinary course sequences, such as Ancient Mediterranean Civilizations, Black Studies, French Civilization, Metropolitan (Local and Regional) Studies, and Women's Studies. Some students are now choosing to participate in cooperative degree programs with professional and graduate schools, spending two or three years at Lake Forest before completing their programs, for example in engineering or nursing, at the cooperating school.

The candidate for the degree of Bachelor of Arts is encouraged to select a departmental major or, as an alternative, to choose an interdisciplinary major as soon as possible. Many do so at the end of the freshman year or at the beginning of the sophomore year. Students are expected to have declared their majors no later than the end of the first semester of the junior year.

The departmental and interdisciplinary majors are:

American Studies, *page 50*
Area Studies, *page 51*
Art*, *page 70*
Behavioral Sciences, *page 52*
Biology, *page 74*
Business, *page 82*
Chemistry, *page 78*
Comparative World Literature, *page 52*
Computer Studies, *page 117*
Economics, *page 82*
Education#, *page 89*
English*, *page 95*
Environmental Studies, *page 55*
French, *page 100*
German, *page 100*
History, *page 112*
Humanistic Inquiry, *page 55*
International Relations, *page 55*
Mathematics, *page 117*
Music*, *page 122*
Philosophy, *page 126*
Physics, *page 130*
Politics, *page 133*
Psychology, *page 137*
Scientific Inquiry, *page 56*
Sociology and Anthropology, *page 145*
Spanish, *page 100*

Calendar

Course work at Lake Forest College is scheduled into a calendar of two 15-week semesters, running September through December, and January into early May. Students normally take four course credits a semester (i.e., equivalent of 16 semester hours). All courses run for 15 weeks, with the exception of a selection of spring term courses which run for 7½ weeks and are offered in each of two consecutive short terms, January to March, and March to May. This arrangement offers great flexibility in that it enables upperclassmen to pursue intensive off-campus experiences during either of the 7½ week terms in the spring, and to spend the other term on campus enrolled in regular

*Each of these majors offers two-track concentrations. Please consult the departmental descriptions which follow.
#A major in education may only be taken in conjunction with another major but not as a major on its own. Details on acquiring Illinois State Certification are available through the Education Department.

courses. The off-campus experiences may include a full-time internship, enrollment in an ACM Humanities Seminar Program in Chicago, or even travel abroad to participate in the College's own academic program in Greece. In this way students can enjoy a valuable off-campus experience for college credit without sacrificing a whole semester or a summer in the process.

A seven-week summer session, normally scheduled from mid-June to late July, offers a number of basic and special courses, taught by the regular faculty of the College. Students may take a maximum of two courses.

Academic Advisement

Great importance is attached to the advising system at Lake Forest College. While a student's special academic needs and objectives determine the precise course of study in a given term or year, it is the advisor's responsibility to ensure that each individual course plan reflects the ideals of a broad liberal arts education.

Each new student is assigned a faculty advisor at the outset who assists with program planning, course selection, registration, academic difficulties, personal problems, and career choices. A freshman student keeps this advisor at least for the duration of the freshman year, but often longer. After choosing a major field of study, the student selects a faculty advisor in the chosen discipline, who assists in drawing up a program of courses in the major field and other relevant areas, and who provides necessary guidance throughout the student's undergraduate career.

FRESHMAN STUDIES

During their first year, Lake Forest students have the option of combining traditional introductory courses in various disciplines with special courses designed mainly for freshmen, for the development of important skills. Among these are English Composition, Writing on Special Topics, and Freshman Seminars.

In a Freshman Seminar a small group of students explores with one or more faculty a basic issue in human nature or culture from various intellectual perspectives. The seminars place special emphasis on group discussion, oral and written presentations by students, and research techniques and analytical skills. Courses entitled Writing on Special Topics combine the teaching of a particular subject matter of limited scope with the teaching of writing, providing students with an introduction to a topic of intellectual concern and with practice and guidance in essay composition. English Composition is devoted

exclusively to the development of the fundamental skills of written composition.

None of these courses are required; all are for credit. For descriptions of this year's topics, see page 43.

INDEPENDENT STUDY

Independent Study, under the guidance and supervision of faculty members, offers challenging opportunities for investigating areas beyond the limits of formal courses. A student may engage in independent study for credit, given the availability and approval of a faculty member competent in the chosen subject matter. There are various types of independent study:

A **Tutorial** is a directed reading course on a special topic not covered in a listed course; the student discusses the reading with the faculty supervisor at least once a week, and usually writes a number of short reports or papers. Recent tutorials have dealt with medical ethics and AIDS, the role of religion in Afro-American history, the ideas of nature in modern German literature, topics in technical theatre, solid state physics, and the revolution in Nicaragua. Freshmen may take a Tutorial during any term after their first, but students may take no more than four Tutorials, and only one per year.

A **Research Project** is more specialized and usually more advanced than a Tutorial, requiring greater independence and originality on the part of the student, who conducts scholarly research with a view to producing substantial work in the form of a term paper or report. Among projects undertaken in 1987-88 were studies involving Indian Art of the Northwest Coast, the Psychological Development of Black Children in America, Children's Sleep Disorders, Heidegger on Appearance and Truth, and Public Policy and the Federal Forest. Juniors and Seniors are eligible to undertake Research Projects. The maximum allowed toward graduation is four: two per semester, but no more than three per year.

A **Senior Thesis** is original scholarly research undertaken in the student's senior year, usually over more than one term. The research culminates in the presentation of a formal written dissertation, which is evaluated by a faculty committee who also examines the student in person. Outstanding theses are awarded Thesis Honors at graduation. A list of the fifteen Senior Theses awarded Honors during the 1987-88 academic year is on page 194. These titles represent a broad spectrum of the liberal arts tradition and cover not only major fields in the natural sciences, social sciences, and humanities but also interdisciplinary majors and topics chosen by Independent Scholars. In 1988 one of the Honors Senior Theses was chosen to receive the Phi Beta Kappa Senior Thesis Award, "Writing to God: Jack Kerouac and His Beat Generation," by Kelly Leonard. Senior Theses may be undertaken for up to three course credits, no more than two of which may be taken in the same semester. The category of research will include Senior Thesis programs.

A **Creative Project** is an independent course of work, under faculty supervision, in a creative medium such as painting, fiction, sculpture, poetry, photography, or music. Creative Project credits are limited in the same way as tutorials; Senior Projects in Studio Art (page 73) may be approved for a maximum of two course credits.

Students may count a total of seven Independent Study credits, including Internships, toward graduation. They must arrange each Independent Study program before the end of the previous semester by submitting a written proposal (form obtainable from the Registrar) signed by the relevant faculty, to the Dean of Faculty for final approval. See the Registrar for detailed information.

THE INDEPENDENT SCHOLAR PROGRAM

An independent study experience is the primary component of the Independent Scholar Program, which enables qualified and motivated students to design and pursue an individual degree program, in the junior and senior year, focusing on a particular topic or theme rather than on a single academic discipline.

In past semesters, Independent Scholars at Lake Forest, formerly called College Scholars, have examined, among other topics, the sociology of mass communication, the historical and religious dimensions of contemporary American literature, the interdisciplinary theory of art, and paradigms and revolutions in the philosophy of science.

The Independent Scholar Program emphasizes self-determination for its students. The responsibility for initiative in the Program lies with the student, beginning with presentation of his or her case for admission to the Program.

In the Spring term applications are invited from students who will be juniors by the end of the Fall term of the following academic year. Admission is determined by the Independent Scholar Committee. *See Student Handbook.*

PRE-PROFESSIONAL AND CAREER PREPARATION

Lake Forest College recognizes the need to integrate the ideals of a liberal arts education with professional and career preparation. The College offers its students many career and professional options, including:

EDUCATION: Lake Forest College prepares students for careers in teaching at the primary, elementary, middle school/junior high, and high school levels. Courses leading to Standard Elementary and Secondary Certification in Illinois are offered. A major in Education is available only in conjunction with another major. Details are given in the Education section under Departmental Majors on page 89.

ENGINEERING: Students who wish to combine a liberal arts education with instruction leading to a degree in engineering may participate in the 3-2 cooperative program between Lake Forest College and Washington University in St. Louis, Missouri. During their three years at Lake Forest College these students will be advised by a member of the faculty in the Physics Department and will meet regularly with a representative of Washington University. They will spend the last two years in the program on the Washington University campus. Students successfully completing the program will receive both a B.A. degree from Lake Forest College and a B.S. degree from Washington University. See page 61.

LAW: The pre-law advising program, through close personal attention and advice, and through regularly scheduled meetings with members of the profession, helps students decide whether a legal career is the best profession for them. The pre-law advisor offers counsel on applying to law schools and on the range of law schools most suitable for each student. There is no specific pre-law pattern of course work at Lake Forest College; the basic four-year course of study is appropriate undergraduate training for future lawyers. Advisor: Mr. Lombardi.

MEDICINE: Students preparing for careers in medicine, dentistry, or veterinary medicine may major in any academic field, provided their courses of study include the necessary science courses to insure adequate preparation for the professional schools of their choice. Generally, these required science courses include a minimum of one year in biology, two in chemistry, and one in physics. The Health Careers Advisory Committee* schedules interviews each year with students in this field to assess their programs, their progress, and to advise them on preparing themselves for admission to the appropriate professional schools. In addition, each student planning a career in the medical sciences will be assigned his or her own advisor from the natural sciences faculty, with whom close contact is maintained throughout the undergraduate career.

*Mr. Thompson (Chairperson), Mr. Faber, Mr. Glassman, Mr. Greenfield, Ms. Klingbeil.

NURSING: Lake Forest College has established a cooperative program with Rush University in the field of nursing. Rush's Medical Center is the center of a comprehensive cooperative health delivery system serving some 1.5 million people through its own resources and in affiliation with eight community hospitals in northern Illinois. Students entering this program will spend their first two years at Lake Forest College and their last two years on the Rush University Campus. Upon completion of the program they will receive a B.S. degree in nursing from Rush College of Nursing. See page 61.

MEDICAL TECHNOLOGY: Lake Forest College has established a cooperative program with Rush University in the field of medical technology. Under this arrangement students spend their first two years at Lake Forest College and their last two years at Rush College of Health Science. Upon successful completion of the four-year program students will receive a B.S. degree in medical technology from Rush College of Health Science. See page 62.

PUBLIC POLICY STUDIES: This 3-2 program, offered in cooperation with The University of Chicago, prepares students for professions in fields such as urban and housing issues, government regulation, health policy and foreign or domestic economic policy. After successfully completing the Junior year and a major at Lake Forest College, students study two years at The University of Chicago. The plan enables successful students to earn a Bachelor of Arts degree from Lake Forest College and a Master of Arts degree in Public Policies from The University of Chicago. See page 63.

SOCIAL SERVICE ADMINISTRATION: Students who wish to become professionals in the fields of social treatment and social development, one option directed more toward counseling and assistance, and the other more toward community program administration, may be able to participate in a 3-2 cooperative program between Lake Forest College and The University of Chicago. In this program students attend Lake Forest College for three years followed by two years in the School of Social Service and Administration of The University of Chicago. The plan enables successful students to earn a Bachelor of Arts degree from Lake Forest College and a Master's degree from The University of Chicago in a total of five years. See page 63.

OFF-CAMPUS STUDY

Study opportunities in off-campus settings have traditionally enriched the curricular and extra-curricular options of Lake Forest students.

Those who have been able to take advantage of such opportunities invariably found that they presented new perspectives, valuable facts and fresh ideas. Off-campus study may take a student abroad, to other parts of the United States, or no farther than the City of Lake Forest in the case of some internships. The Off-Campus Study Program director, Mr. Speros, makes available to students information about quality non-Lake Forest programs which might be useful in special cases.

Internships and Practicums

A department or interdisciplinary committee arranges off-campus internships and practicums. The internship program is intended primarily for students who have had at least two years of course work, and for whom the internship is a chance to work in a practical, professional way in a subject area studied previously on a theoretical level in academic courses. A description of the program, "Guidelines to Internships and Practicums" is available from the Registrar's office. Students may count up to four internship credits toward graduation, but no single internship can be for more than two credits. These courses are graded only on a Credit/D/Fail basis.

Under the internship program, Lake Forest students work for academic credit in businesses, social and governmental agencies and other institutions both in the Chicago area and elsewhere during either semester of the academic year and during the Summer term. In recent years, students worked — and studied for The Chicago Historical Society, The Museum of Contemporary Art, the Cultural Department of the Consulate General of France, The Chicago Board of Trade, The Chicago Mercantile Exchange, Abbott Laboratories, Lutheran General Hospital, Lake County Health Department, Zurich-American Insurance, Saks Fifth Avenue, Marshall Field's, IBM, the Chicago Transit Authority (CTA), Chicago Mayor's Office of Special Events, Lincoln Park Zoo (Chicago), American Cancer Society, National Association of Anorexia Nervosa, Drexel Burnham Lambert, David Adler Cultural Center, United Way of Lake County, Office of Attorney General Neil F. Hartigan, International Visitors Center of Chicago, Peat Marwick-Chicago, Chicago Medical School, the Office of U.S. Congressman John Porter, Travenol Laboratories, Lyric Opera of Chicago, Chicago Botanic Garden, Prudential-Bache Securities, Cape Cod and Hyannis Railroad, Lake County Marathon, The Smithsonian Institute, and The Art Institute of Chicago, as well as in Madrid the Spanish Parliament, IBM, Museo Municipal, Francisco Fernández Flores' stock brokerage firm, and the Colegio Agora, and in Paris UNESCO, ITT, and Bell and Howell. One student worked with reporters on the staff of the Chicago Tribune in-

vestigating corruption in Chicago health systems and developing a health proposal with a Chicago alderman for the Lakeview area of the city. Another developed a disaster plan for the town of Gurnee, Illinois, which was subsequently used during a serious flood.

Internships and Practicums have been developed primarily under the Departments of Politics and Economics and Business; the Departments of Psychology, Sociology and Anthropology, and Art have participated significantly in the program as have the Departments of Mathematics and Computer Studies, Biology, Chemistry, History, English, Philosophy and Theatre.

The success of our domestic internship program led to the establishment of the Lake Forest College International Internship/Study Abroad Programs in Madrid and in Paris. Please see page 18 for details.

Program Leaves

A student may enroll during the Fall and Spring semesters for one course at another institution while remaining registered at Lake Forest for that term. If approved by the student's advisor, the program must be checked with the Registrar to assure transferability of the work. If the work is satisfactorily completed (i.e., with grade of C or better in each course) and the credits transferred to Lake Forest College, the student will be reimbursed for the per course cost of the tuition at the other institution up to the per course cost of tuition at Lake Forest College for the same period. Plus and minus grades earned at other colleges and universities are *not* recorded on Lake Forest College records.

Lake Forest Courses Offered Off-Campus

PROGRAM IN GREECE: The Program in Greece incorporates three sequential 3 1/2-week courses which use historical and archaeological sites and museums as classrooms to study the ancient Aegean world from the Minoan to Byzantine periods: AMC 202 (7 1/2 B, March) Greece in the Bronze Age, involves travel to Mycenaean sites on mainland Greece and to Minoan sites on the islands of Crete and Santorini; AMC 203 (7 1/2 B, April) Greece in the Classical-Roman Ages, combines study in Athens, Delphi, Olympia, Corinth, Epidaurus, and the Ionian coast of Turkey. AMC 204 (May) Greece in the Byzantine-Medieval Ages, involves travel to Ephesus and Istanbul in Turkey; northern Greece (Salonika, Meteora), Athens, and southern Greece (Mistra, Monomvasia, and Nauplion).

Credit may be gained in art history or sociology and anthropology for any two or all three of these courses or in history for AMC 203. For a

normal spring semester 4-course load a student may take two 7 1/2A courses on campus and any two of the courses in Greece, or a student may take all three courses in Greece plus one 7 1/2A course on campus, an independent study or an internship. For a 5-course load (at 1/2-course additional tuition) a student may combine two 7 1/2A courses with all three courses in Greece.

Prerequisites: Ancient Mediterranean Civilizations 201 (Ancient Greece: Life, Thought and the Arts), to be offered in spring, 1989 (7 1/2A), or two courses in the combination of art history and ancient history or classical literature. Program Advisor, Mr. Cole.

INTERNATIONAL INTERNSHIP/STUDY ABROAD PROGRAM IN MADRID: The success of our domestic internship program, coupled with an awareness of the shortage of United States citizens possessing fluency in a foreign language and an understanding of other cultures and international concerns, has led to the establishment of the LFC International Internship/Study Abroad Program. The fall semester program is conducted in Madrid, Spain, for juniors and first semester seniors who can demonstrate Spanish language proficiency through the intermediate level and who possess solid academic training in their major field(s). The fifteen-week program combines a two-course credit internship with a one-course credit study of language and a one-course credit seminar in Spanish culture. Students in the past have been placed in a wide range of profit and non-profit organizations in areas such as advertising, finance, management, marketing, education, museology, personnel, public relations, research, and government. Participants normally live with Spanish families. Program Advisors: Ms. Thickstun (Director), Mr. George.

INTERNATIONAL INTERNSHIP/STUDY ABROAD PROGRAM IN PARIS: Similar in design to the Madrid Internship/Study Abroad Program (see above), the Paris program aims to provide the student with in-depth exposure to French society and culture through a combination of work experience and classroom instruction. Students must be at the junior or senior level, demonstrate French language proficiency, and have a solid academic background in their major field(s). The fifteen-week program during the fall semester is comprised of three parts: (1) a two-course credit internship in a profit or non-profit organization or government agency in such areas as management, marketing, finance, advertising, museology, education, personnel, public relations, and research; (2) a one-course credit study of French language, and (3) a one-course credit seminar in French society and culture. To enhance their exposure to another culture and develop fluency in French, students will normally live with French families. Program Advisors: Mr. Garneau, Mr. Moodie, Ms. Johnson.

MARINE BIOLOGY: The Biology Department offers a Marine Biology program during the College's spring semester. Students in the program spend the first part of the course (Biology 282) on campus in academic preparation for the trip and spend the last two weeks at the facilities of the Bahamian Field Station on San Salvador Island. Credit: one course credit. Application period: during pre-registration of the preceding April. Program Advisors: Mr. Louch, Mr. Weik.

ACM Cooperative Programs

Lake Forest College is a member of the Associated Colleges of the Midwest, a consortium of thirteen distinguished colleges in five states: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, and St. Olaf. By working together these colleges have expanded greatly the off-campus study opportunities for their students. When participating in some of these programs, usually as juniors, Lake Forest students meet with their counterparts from other ACM colleges. Credit is provided by Lake Forest.

These programs are intended to enhance the collegiate experience and should make sense in terms of the students' overall educational objectives. Because most are conducted outside the traditional classroom format, applicants must demonstrate an ability to perform consistently and responsibly in situations which demand that they work on their own initiative. Students on probation are usually ineligible.

Applications must first be submitted to the Lake Forest College Committee on ACM Programs from which, if approved, they will be forwarded to ACM for consideration. Since these programs are intended to complement on-campus programs, the committee reserves the right to limit their availability in order to maintain the integrity of the latter. The deadline for all programs except those specified otherwise is February 1. Applications will not normally be accepted after that date.

ARTS OF LONDON AND FLORENCE: The Arts of London and Florence program (winter/spring only) offers an intense immersion into the arts, drawing upon the cultural resources of the two cities to explore the historical and contemporary richness of Western civilization. Course work in art, architecture, drama, Italian language and history or literature is supplemented by visits to museums, galleries and the theatre, short field trips to other areas of England and Italy, and discussions with local scholars. Students spend eight weeks in each city. Length of pro-

gram: February-May. Enrollment: 50 students (25 begin in London, 25 in Florence). Eligibility: sophomores, juniors, seniors. Credit: 4 course credits. For a 5-course load (at 1/2-course additional tuition) a student may enroll in a four-week program of intensive Italian language instruction in Florence during January. Application deadline: February 1, 1989. Campus program advisor: Mr. Croydon.

CHINESE STUDIES: The Chinese Studies program offers an academic year of study in Hong Kong, a center for research and analysis of contemporary China as well as a focal point for business, banking, journalism and governmental agencies operating throughout East Asia. Enrolled at the Chinese University of Hong Kong, students choose Mandarin or Cantonese language instruction, as well as elective courses ranging from contemporary Chinese political thought to traditional painting and calligraphy. There is also opportunity for independent study projects, either library-based or field-oriented. At the university, students live in dormitories with Chinese roommates. An ACM/GLCA program. Opportunities for study in Mainland China for students with one to two years of Chinese are also available and offered by the Council on International Educational Exchange, of which ACM is a member. Length of program: September-April. Eligibility: Juniors and seniors. Credit: 4 course credits per semester. Application deadline: February 1, 1989. Campus program advisor: Mr. Hazelton.

FLORENCE: The Florence program (fall only) offers students of art, history, Romance languages and the humanities an opportunity for intensive study among the legacies of the Renaissance. Students' understanding of Florence's artistic and cultural heritage is facilitated by Italian language instruction and courses providing a broad perspective on Italian contributions to world civilization. Course work is supplemented by visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars. This academic immersion in Italian Renaissance culture is enriched by the students' personal immersion in the life of modern Italy, since each student lives with an Italian family. Length of program: September-December. Enrollment: 20-25 students. Eligibility: Junior and senior majors in art, history, modern languages or humanities. Italian language highly recommended. Credit: 4 course credits. Application deadline: February 1, 1989. Campus program advisor: Mr. Croydon.

INDIA STUDIES: The Indian subcontinent, home to almost one-sixth of the world's population, provides a rich and complex background for the study of non-Western civilization. After a ten-week intensive

orientation term, including language study, at one of the ACM colleges, India Studies participants spend six months in Pune living with Indian families. At once traditional and highly industrialized, Pune is an excellent place to observe the interaction of tradition and modernity that characterizes India today. Students are enrolled in the Western Regional Language Centre, where they continue language instruction, choose four other courses, and complete the independent study projects begun during orientation. In addition to the formal academic program, a variety of extracurricular activities is available — music and dance recitals, field trips to nearby cultural sites such as the Ajanta and Ellora caves, and religious festivals. Length of program: March-December. Enrollment: 15-20 students. Eligibility: Second-semester freshmen, sophomores and first-semester juniors. Credit: 8 course credits. Application deadline: February 1, 1989. Campus program advisor: Ms. Benton.

JAPAN STUDY: After a summer orientation, including intensive language study in a mountain village setting, students spend the academic year at Waseda University's International Division in Tokyo. In addition to language study (required) electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. In March, a farm stay lets students experience rural family life for three weeks. An ACM/GLCA program. Length of program: August-June. Eligibility: Sophomores, juniors, seniors. No Japanese language study required for acceptance, but two semester hours or the equivalent must be completed before departure. If this requirement cannot be met on the home campus, Earlham College in Richmond, Indiana, offers an intensive two-credit session in June. Credit: 8-course-credits for full year. Application deadline: January 20, 1989. Campus program advisor: Mr. Carnes.

NEWBERRY LIBRARY PROGRAM IN THE HUMANITIES: One of America's great research libraries provides the setting and resources for this program. Students attend seminars, meet with resident scholars, and conduct their own examinations of selected topics or historical periods, using the Newberry Library's outstanding collections. In addition to the semester-length fall seminar, students may enroll in one-month seminars on selected topics during the winter/spring. Students may also pursue independent study under the direction of faculty

members from their own colleges. An ACM/GLCA program. Length of program: September-December (fall seminar) for 4 course credits; January-May (month-long seminars) for 1 credit per month; variable periods (independent study and tutorials for variable credit). Enrollment: 20 students (fall seminar). Eligibility: Juniors, seniors, exceptionally qualified sophomores. Application deadline: February 1, 1989. Campus program advisor: Mr. Greenfield.

OAK RIDGE SCIENCE SEMESTER: Designed to allow undergraduates to study and conduct research at the frontiers of current knowledge, the Oak Ridge Science Semester places qualified students as junior members of research teams engaged in long-range intensive investigations at Oak Ridge National Laboratory (ORNL) located near Knoxville, Tennessee. Participants devote most of their time to research work in the biological, engineering, mathematical, physical or social sciences. In addition, each student chooses one course from among a variety of advanced academic courses and participates in an interdisciplinary seminar designed to expose students to new ideas in their major fields and related disciplines. This academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. A GLCA/ACM program. Length of program: September-December. Enrollment: 20-30 students. Eligibility: Upperclass majors in biology, chemistry, geology, physics, mathematics or social sciences. Credit: 4 course credits. Application deadline: February 1, 1989. Campus program advisor: Mr. Martin (natural sciences and social sciences).

SEMESTER IN THE SOVIET UNION. No nation in the world has a greater impact on the consciousness of Americans than the Soviet Union, but little about this country is familiar to them. In order to increase our understanding of the Soviet Union, a Semester in the Soviet Union combines intensive Russian language study with an introductory course on Soviet society. Exposure to contemporary Soviet life is featured in coursework, frequent field trips, individual projects and travel. The program is based in Krasnodar, a regional center of 700,000 people; the city's relatively relaxed atmosphere permits more contact between American and Soviet citizens than usually found on programs in the Soviet Union. An ACM/GLCA program. Length of program: September-December. Enrollment: 20 to 30 students. Eligibility: Intermediate-level Russian language students. Credit: 4 course credits. Application deadline: December 15, 1988. Advisor: Ms. Gayle.

STUDIES IN LATIN AMERICAN CULTURE AND SOCIETY. Studies in Latin American Culture and Society (fall only) is an interdisciplinary program designed for students who wish to gain a comprehensive understanding of life in Latin America and to develop their facility in the Spanish language. This program, focusing on the humanities and social sciences, is planned to take full advantage of its Costa Rican setting. Course work in language, literature, geography, anthropology, development strategies and cultural change provides insights which are reinforced by group field trips and a two-week period of individual field work in the country's provinces. Language study is stressed as the key to in-depth understanding of the culture. In San José and its environs, students live with families both to improve their language ability and to enable continuous, personal involvement in the life of a Latin American community. Length of program: September-December. Enrollment: 20-30 students. Eligibility: Sophomores, juniors, seniors, with at least one year of college level Spanish. Credit: 4 course credits. Application deadline: February 1, 1989. Campus program advisor: Mr. Katz.

TROPICAL FIELD RESEARCH: The Tropical Field Research program (winter/spring) is designed for advanced work in the social and natural sciences. The diversity of ecological zones within a day's travel of the capital of Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. The varied historical and contemporary use of this terrain offers an equally broad range of study topics for students of anthropology, archaeology, economics, geography, geology, history, political science and sociology. Students prepare for their research work during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing multidisciplinary project or may be undertaken independently under the supervision of a faculty advisor. Length of program: February-May. Enrollment: 20-30 students. Eligibility: Sophomores, juniors, seniors, with prior course work in the proposed research discipline and at least one year of college-level Spanish. Credit: 4 course credits. Application deadline: February 1, 1989. Campus program advisor: Mr. Katz.

URBAN EDUCATION: The Urban Education program introduces student teachers and those interested in bilingual education to the unique aspects of urban schools and urban children. Chicago's myriad instructional options provide work placements in a variety of settings: inner city or suburban, traditional or innovative, bilingual or special

education. The program supports student teachers through a series of resource workshops, seminars and discussion groups; emphasis is placed upon exploring each individual's strengths and weaknesses as a teacher. The program also is appropriate for students interested in such service-related professions as counseling, social work, and art or music therapy.

Chicago's ethnicity provides a rich setting for explorations into the meaning of cultural identification and its impact on learning, the topic of a short term program, "Dimensions of Multiculture and Global Awareness" (offered in December, January and May). The program can serve candidates for bilingual education certification, foreign students seeking experience with American students or those from their own background, or students interested in expanding their understanding of the peoples of the world.

Another short term course, "Teaching English as a Second Language" (offered in December and January), is designed to provide training in the teaching of English to speakers of other languages. TESL, the Dimensions of Multiculture course, and appropriate teaching internships can be combined with on-campus methodology course work to qualify students for certification in bilingual education. Length of Program: Fall or spring semester; fall, winter or spring term; interim or block-length option. Eligibility: Any currently enrolled student; those seeking certification are expected to have fulfilled their college's prerequisites for student teaching. Credit: variable. Application deadline: February 1, 1989. Campus program advisor: Mr. Tierno.

URBAN STUDIES: The social, cultural and economic forces which shape American cities — urban renewal, a political machine, youth movements, pollution, the daily press, the poor, high culture and mass culture, the corporate elite — are all present in Chicago. In the Urban Studies program, students begin to understand the magnitude and complexity of an urban center by studying, working and living in Chicago. They engage in formal study in seminars on urban issues, a core course involving all program participants, independent study projects and supervised internships which help students gain a valuable understanding of work and contribute to the life of the city and its people. Length of program: September-December, or February-May. Enrollment: 72 students (fall); 52 students (spring). Eligibility: Sophomores, juniors, seniors. Credit: 4 course credits. Application deadline: February 1, 1989. Campus program advisor: Mr. Fischer.

WILDERNESS FIELD STATION: The ACM Wilderness Field Station is located on remote Low Lake in the Superior National Forest. It lies just

outside the Boundary Waters Canoe Area, offering students an exceptional opportunity for direct observation of northwoods nature. Courses in botany, vertebrate zoology, aquatic biology, environmental ethics, literature of the wilderness, behavioral zoology, and behavioral ecology of mammals are offered during the two month-long summer sessions, along with field biology for non-science majors, and an independent study option. Much of the field work in this lakeland wilderness is done on canoe trips, involving paddling, portaging and camping under primitive conditions. The base camp's well equipped laboratories and herbarium enable students to supplement their field study with the latest analytical techniques. Length of program: June-July, July-August; or both. Enrollment: 24-32 students per session. Eligibility: One college-level biology course or its equivalent is required for all courses except Field Biology, Environmental Ethics, and Wilderness in America (literature) which have no prerequisites. Credit: 1 course credit per session. Application deadline: February 1, 1989. Campus program advisor: Mr. Weik.

YUGOSLAVIA: For more than a thousand years a dividing line and scene of confrontation between east and west, Yugoslavia presents a fascinating setting for the study of nation-building and of historical and contemporary world affairs. The Yugoslavia Program enables first-hand study of this historical legacy and of the patterns of modern development which have created in Yugoslavia a unique economic system and a multi-ethnic communist society. Based in Zagreb, a major cultural center, the program includes intensive language training and course work at the University of Zagreb, field trips and residence in Yugoslav homes. Courses cover such topics as: industrialization and social change; Marxist philosophy; the worker self-management system; and the development of the social and economic system. An ACM/GLCA program. Length of program: August-December. Enrollment: 20-25 students. Eligibility: Sophomores, juniors, and seniors. Credit: 4 course credits. Application deadline: February 1, 1989. Campus program advisor: Ms. Gayle.

COMMUNITY EDUCATION FOR ADULTS

Lake Forest College takes a special interest in serving the adult community of the North Shore through the Office of Community Education. Regular course offerings of the College are open to members of the community for credit or may be audited, and a number are scheduled at afternoon or evening hours which are convenient for adults. In addition, the College offers a number of non-credit programs in areas of general interest.

The Office of Community Education provides academic counseling for non-traditionally aged students. Individuals who meet the admission requirements established by the Faculty Committee on Community Education may take courses for college credit in individually tailored programs on a part-time or full-time basis. The Office of Community Education does not award degrees; in order to receive a Lake Forest College degree, students must take their last eight courses as regularly enrolled students, but college courses taken before formal admission can be counted toward the degree.

For more information on adult programs, call or visit the Office of Community Education in Young Hall, Room 222.

GRADUATE PROGRAM IN LIBERAL STUDIES

Lake Forest College is first and foremost an undergraduate institution. It is, however, accredited by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, at the Master's level and it offers a single graduate program in Liberal Studies, leading to the Master's degree. This program is designed for those who have completed a bachelor's degree and who want to enhance their ability to organize conceptually the social, scientific, and humanistic dimensions of the world of the late twentieth century. For additional information on the structure of the program and course listings, please see page 64. Director of the Master's Program in Liberal Studies, Mr. Zilversmit; Assistant Director, Ms. McNamara.

COOPERATION WITH BARAT COLLEGE

Lake Forest College joins with nearby Barat College in offering certain programs jointly, and in coordinating offerings in some academic departments. Both colleges are on the semester system, which facilitates cross-scheduling. A student at Lake Forest may, upon the approval of his or her advisor, register for up to four semester hours in a given semester at Barat College, for which full Lake Forest credit will be granted if the course is completed with a grade of C or better. Such registrations are made at the Office of the Registrar of Lake Forest at the usual time of registration. (See "Special Charges", page 165.) **For the purposes of graduation requirements, academic probation and dismissal, Barat courses will be counted as transfer credit.** Plus and minus grades are *not* recorded on Lake Forest College transcripts.

Lake Forest students travel to Barat, one mile away, primarily for additional coursework in the creative arts — dance, ceramics, and photography. Barat students register at Lake Forest primarily in the sciences — biology, chemistry, physics.

Barat College also offers lectures and cultural programs to which students of Lake Forest are invited.

RESEARCH AND LEARNING RESOURCES

College Libraries

The College's library program meets the independent study and research needs of students and faculty by uniquely combining traditional library strengths in core and special collections with state-of-the-art access to information and to resource sharing.

As libraries have been evaluated traditionally, Lake Forest measures up very well, indeed: books and bound periodicals number 250,000, the federal documents depository count exceeds 100,000 items, microforms total 70,000, and about 1300 periodical titles are current. More than 5,000 volumes are added annually, along with regular additions to the number of current periodicals. Study space, in a variety of settings, is available for 450. With 105.5 hours per week of access in Donnelley and with reference service scheduled 80 hours per week among five librarians, availability and user assistance both firmly support instruction and individual growth.

Complementing these more traditional measures of the excellence, Lake Forest for more than a decade has provided leadership nationally in developing new services and new approaches to meeting college-level collection needs in a new information age. In the field of automated reference work, for example, Lake Forest very likely was the first small college to offer comprehensive, no charge online database searching for students and faculty, under a program supported by both the Council on Library Resources and later the National Endowment for the Humanities.

Also, Lake Forest has had an automated circulation system and partial catalog since 1980; as of 1988 a full online catalog is available which includes subject searching. This unusual level of automation for a small college comes as a by-product of Lake Forest's participation in a University of Illinois-centered resource-sharing network. At this network's core is the U. of Illinois' Champaign-Urbana library, the world's largest publicly supported academic library. The computer link permits the direct charging of books from this and 27 other public and independent academic libraries within the network. Daily truck delivery brings many books from Urbana — our main source — in two days; most books from within the system arrive within a week.

Access to periodicals, too, extends well beyond reliance on the titles locally held. Rapid access from cooperating Chicago-area libraries can bring articles the next day by telefacsimile; other articles come by van or mail from Urbana or other linked collections. Response time for genuinely esoteric titles varies.

Often in a few days, then, and almost always within a week or two, students and faculty have available to them directly a range of resources without peer. This resource level exceeds those of any single academic library, no matter how large, or of the combination of local and linked resources in any other selective small college setting elsewhere.

These resources all are available without leaving campus. But the Chicago area offers many other fine library collections open to Lake Forest students and faculty. They enjoy full borrowing privileges at about a dozen academic libraries which also are members of the University of Illinois-centered automated network. Also, when pre-arranged at the College, books can be checked out by students and faculty on site from the University of Chicago's extensive collections. Several other research libraries are at hand to visit, with pre-arrangement: Northwestern (Africana and art history are two strengths), The Newberry Library (humanities, history), the Art Institute, the Chicago Historical Society, and the Chicago Medical College (just a few miles north). And within Lake Forest itself, two libraries offer borrowing access to another 200,000 volumes, the academic-level Lake Forest (public) Library and the Barat College library; both are within walking distance.

The DONNELLEY LIBRARY, constructed in 1965, expanded and substantially renovated in 1983, and renovated again in 1987 to accommodate a new media facility (see "Audio-Visual" below), is headquarters for library operations on campus and home for most of the collection. The 1980's arrangement takes into account the need in an automated and resource-sharing environment for distinct zones to accommodate study, consulting, computers serving a variety of public and support functions, core and special collections, and non-print materials and service. The main, or middle, level has user-librarian interaction with automated support as its focus, also housing reserve collections, current periodicals, and the reference/bibliographic collection. The upper level houses the core collection of high-use, basic sources which back up day-to-day course work. The lower level houses bound periodicals, less frequently called-for books, special collections, non-print formats, staff processing functions and media services.

The College library is richly endowed with strong special collections, a result of a century-old relationship with Chicago's leadership, many of whom have been distinguished book collectors. Early gifts were from founders Senator C.B. Farwell, William Bross, and Acting President John Halsey, among others. In the mid-Twentieth Century several major collections were added, often from the private libraries assembled by nationally known collectors: humanities and rare books (Alfred Hamill), history and Americana (Everett Graff '06), drama (Garrett Leverton),

Scotiana (R. Douglas Stuart), and railroad history (Elliott Donnelley and Munson Paddock).

The current decade has brought major additions, most significantly the papers (170,000 leaves) and library of Joseph Medill Patterson, the grandson of the College's first president and the founder of the New York Daily News (the first tabloid in this country), the gift of his son, James. From the estate of James R. Getz, a leader in Chicago area history and preservation, the library has received important papers along with a substantial library of Americana, including many rarities. Other very significant recent gifts include railroad historical material from James Sloss, art books from Richard Templeton and Solomon B. Smith II as well as other history and humanities volumes, in the thousands, from Edwin Asmann '28, the late U. of Illinois Professor Angelina Pietrangeli '26, Mrs. Gordon Bent, the late Mrs. Richard Bentley, the late DeWitt O'Kieffe and family (rare Western Americana and printing), and Adm. Heinz Loeffler (antique maps).

Micro-computers are located in Donnelley to support curricular applications of computing, including word processing, data management, and spreadsheets. A software collection is available.

The THOMAS O. FREEMAN SCIENCE LIBRARY, built in 1961, serves the reference and research needs of the Departments of Biology, Chemistry, and Physics.

Audio-Visual

An entirely new audio-visual center on the lower level of Donnelley was completed in the Spring term of 1988, centered on a multi-function automated learning laboratory. This state-of-the-art facility permits interactive group instruction for foreign languages as well as individual audio and video playback (including international format video). This capability corresponds to new language teaching initiatives, such as Japanese. Adjacent, too, are new music listening facilities, including stereo tape, phonodisc, and C-D playback options. The Center, an integral part of the library program administratively, provides support, as well, for the heavily-used Microforms Reading Room.

In addition to the Center, audio-visual facilities are located conveniently in various buildings and departments, with administrative support from Donnelley. The Art Department maintains a separate slide library, with holdings exceeding 100,000 pieces.

The Writing Center

The Writing Center, located on the lower level of the Donnelley Library building, offers individual instruction and information on every

aspect of writing for all members of the campus community. It is a support service for students from all disciplines who want to improve their writing in research papers, short papers, lab reports, senior theses or letters of application. Staffed by the Center Director and well-qualified student tutors, it provides assistance to students at various levels of writing competency — those needing help with grammar, punctuation, and mechanics, and those seeking to improve their style, find out about standard manuscript form, or learn to use computers for writing tasks. The Center is open six days a week, including three weekday nights and Sunday afternoons, during the regular college term.

The Writing Center plays a significant role in the College's expanded writing program that spans all disciplines. The faculty expects students to become competent writers and to make every effort to achieve excellence in writing assigned as part of their course work. To accomplish that end, the Writing Program Steering Committee — which advises and assists the Writing Center Director — seeks to encourage and improve instruction in writing throughout the curriculum. Special incentives for students include a Freshman Composition Contest and an annual Writing Contest, both juried by faculty members. Winners achieve academic recognition, and their entries are included in the annual issue of the Lake Forest Papers, published each spring at the end of the academic year. Other activities sponsored by the Steering Committee have included a Great Lakes area conference on reading and writing across the disciplines, which offered students and faculty an opportunity to hear lectures by nationally known specialists and experts from the College's own faculty, and to discuss problems in students' writing and strategies for improvement. Writing Center Director: Dr. Grisham.

Computing Facilities

The computer supplements and enriches many courses, including some in the Departments of Mathematics/Computer Studies, Physics, Biology, Chemistry, Economics/Business, Politics, Psychology, and Sociology/Anthropology as well as the Writing Center. It is used by faculty and students for research and by students in independent studies.

The College owns two Digital Equipment Corporation computers, a PDP 11/44 and a VAX 8200, which are used for both educational and administrative computing. The system currently supports fifty-five terminals, placed in six different buildings on campus. Approximately thirty terminals (including video terminals, hard-copy terminals, graphics terminals, and a plotter) are available for student use. All are available sixteen hours a day, and several are available twenty-four hours a day, seven days a week.

The College also owns over one hundred microcomputers (mostly Apples and Zeniths), approximately sixty of which are available for student use. These are scattered all over campus including Gregory, Deerpath, Lois, Nollen and Blackstone dormitories. The microcomputers are used for word processing, introductory programming courses, computer interface courses, statistics, business and research projects. Most of the micros are available at least sixteen hours a day, and many are available twenty-four hours a day, seven days a week.

Several classrooms in Young Hall are equipped with Video monitors used for demonstrations in courses which use computers.

All students have free access to the computing facilities of the College. The Directors of Academic Computing and of the Writing Center offer non-credit mini-courses to users and provide help with statistical computations, program writing, and text editing.

Art Galleries

The Sonnenschein Gallery and the Albright Room are in the recently refurbished Durand Institute. The Sonnenschein Gallery is the scene of a variety of changing exhibitions during the academic year. The exhibitions are of two sorts: those dealing with the immediate concerns of the department, such as student, faculty and alumni exhibitions, and other exhibitions of a more extensive sort in which works borrowed from collectors are arranged to illustrate a particular art historical theme. The Albright Room is normally used to exhibit works from the College's extensive collection of Pre-Columbian and African art.

During 1987-88 the following exhibitions were mounted:

—Faculty Exhibition
—"Father and Sons: The Albright Family"
—Ramona Mitchell — Paintings and Monotypes
—Arthur Lazar — Photographs
—Exhibition of Student Work
—Exhibition of Work from Senior Projects in Studio Art

The College art collection consists of the Sonnenschein Study Collection of several hundred European drawings and prints, the Freehling Gift of contemporary American prints, many of which hang in Young Hall, an extensive group of Pre-Columbian and African works, and prints, drawings, paintings and photographs from various periods.

REGISTRATION

Each spring students enrolled in the College pre-register for the next academic year. Freshmen have an opportunity to indicate their course

preferences during the summer preceding their entrance to the College. Such course choices, including the spring pre-registration plans, are formally completed during designated registration periods in the fall. All registration forms must be signed by the student's faculty advisor before they can be accepted by the College's Registrar. Additional days are set aside, prior to the spring semester, for the purpose of confirming registration plans, or making changes in those plans. A fee is charged for late registration or late changes. All students must validate their registration for the fall and spring semesters; failure to do so may result in a cancellation of registration.

ADVANCED PLACEMENT

Students who have successfully completed Advanced Placement courses and taken the appropriate examinations provided by the College Entrance Examination Board may apply for college credit for this work. Grades of "3", "4", or "5" on the examinations entitle students to *at least one course credit.* Each department will determine the specific amount of credit to be awarded. Grades of "1" or "2" do not entitle students to credit.

INTERNATIONAL BACCALAUREATE PROGRAM

Students who have successfully completed International Baccalaureate courses and taken the appropriate higher level examinations provided by the International Baccalaureate program may apply for college credit for this work. Grades of "4", "5", "6", or "7" on the examinations entitle students to at least one course credit. Each department will determine the specific amount of credit to be awarded. Grades of "1", "2", or "3" do not entitle students to credit. Students may not receive credit for both Advanced Placement and International Baccalaureate program examinations in any given department.

CREDIT BY EXAMINATION

Students may apply to pass a regular course by special examination without prior enrollment. Consent of the instructor and approval of the Dean of the Faculty are required. Where appropriate the instructor may make requirements in addition to the examination. For a credit to be awarded, a grade of C or better must be earned on the examination, but the student's transcript will show only a Credit.

Special examination will not be allowed for courses which are usually part of pre-college curricula (e.g., elementary languages or elementary mathematics), and will not normally be allowed for a course in which the student was previously enrolled or which the student audited.

NORMAL COURSE LOAD, CREDITS, AND FULL-TIME STATUS

A normal course load is four (4) course credits per semester, but a student may choose to take any load between three (3) and four-and-one-half (4½) course credits. An overload is anything in excess of 4½ credits in a given semester*. With the permission of the advisor, a student may register for an overload if the total is not greater than five (5) course credits in any semester. In the spring semester the majority of students will enroll in 15-week courses. For those students taking advantage of our internship and off-campus programs, however, an adequate number and variety of 7½-week courses are offered. Sufficient space will be reserved in these classes to accommodate our interns and off-campus participants in the spring term, after which other students will be permitted to register for them also. Combinations of 15-week and 7½-week courses may be taken, but no more than two 7½-week courses may be taken at one time, no more than three (3) course credits in 15-week courses may be taken at the same time as one 7½-week course and no more than one course credit in a 15-week course may be taken at the same time as two 7½-week courses.

A student has full-time status if he or she is registered for at least a three course credit load (12 semester hours) per semester.

In the fall of each year, students register for a full course load for the entire year, unless they are seniors needing less than a full course load to graduate on time.

ACADEMIC STANDING

A student will be classified as a sophomore if the student has completed 7 course credits, as a junior if he or she has completed 15 course credits, and as a senior if the student has completed 24 course credits. A total of 32 course credits is required for graduation.

The record of every student is reviewed by the faculty at the end of each term, and a student who is not making satisfactory progress toward a degree will be subject to academic dismissal. In general, a student who fails three course credits during consecutive terms in which seven courses are accumulated or who fails a course or receives two D grades while he or she is on academic probation may be subject to dismissal.

A student may be placed on academic probation by the Dean of the Faculty or the Academic Appeals Board as a warning that he or she is in danger of academic dismissal. Usually the student will be placed on

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*For the tuition fee for a course overload, see pages 165 and 169.

academic probation after failing two course credits, failing one course and receiving two D's, or receiving four D's during consecutive terms in which seven courses are accumulated.

ACADEMIC HONESTY STATEMENT

Lake Forest College is committed to high standards of academic honesty. Such standards are central to the process of intellectual inquiry, the development of individual character, and the maintenance of a civilized community. The integrity of academic life depends upon cooperation among students, faculty, and administrators.

For a detailed description of the "Statement on Academic Honesty" (i.e., the responsibilities of students, faculty and staff and the composition and charge of the Academic Honesty Judicial Board), see the *Student Handbook*.

GRADES

The College employs an A, B, C, D, F grading system. The A grade is awarded for work of clearly outstanding quality. The B indicates "superior", C "satisfactory", D "marginal". Courses in which a student receives a D grade normally count toward graduation; however, no more than 15 percent of a student's Lake Forest College credits counting toward graduation may be D grades, and the departments may require a grade of C or better in courses prerequisite to more advanced work. A course for which the D grade is received may be repeated for the purpose of improving the grade, but not for additional credit. F indicates failure. Repetition of a course will not remove the original grade, but both grades will be recorded. Plus and minus grades are *not* recorded on Lake Forest College records.

With the approval of their advisor, students may choose for each course the option of receiving a notation on the transcript of "credit" to indicate a grade of C or better. With this option, grades of D, F, W, and WF would be recorded on the transcript as usual. Application for this option and for changing back to letter grades must be made before the end of the first two weeks of the semester, or before the end of the first week of classes during 7½ A or B.

Grade reports for failing, barely passing, or incomplete work are issued for all freshman students and a copy is sent to their parents at midterm. Final grade reports are sent to students at the close of each term.

Incompletes: A student who is prevented by illness from completing the requirements of a course may, on the initiative of the instructor,

receive a grade of I (Incomplete). The student must complete the appropriate assignments and deliver them to the instructor no later than the end of the first week of classes of the Spring semester if the I was received at the end of the fall semester, and no later than one calendar week after the close of the Spring semester final exams if the I was received in the Spring semester (except that work for 7½ A courses is due by the end of the first week of 7½ B classes). Instructors are required to turn in the revised grade to the Registrar within three days after the grace period. Extensions of the deadlines require the special permission of the Dean of Faculty. If the Registrar does not receive a revised grade by the appropriate deadline, a grade of F will be recorded in place of the I.

X Grades are awarded at the initiative of the instructor, when a student who has been doing passing work or better in a course unexpectedly fails in a final assignment. The student has the same amount of time to redo the assignment, or its equivalent, as for an Incomplete, but the revised grade cannot be higher than a D.

A grade of *"progress"* is used at the end of the first term of a two term senior thesis or other independent study project when the student is progressing satisfactorily but will not complete the project until the end of the next term, at which time a final grade for both courses will be entered.

THE DEAN'S LIST

The Dean's List recognizes students who have achieved distinguished academic records. It is compiled at the end of each academic year. Only Lake Forest College course credits are counted. To be selected for this honor, a student must have received during the year at least six graded course credits, the student must have received no more than two credits on the Credit-D-Fail option, and the student must have attained a grade point average during the year of at least 3.60.

COURSE CHANGES AND COURSE WITHDRAWALS

(See pages 167-168)

In order to change from one course to another after Registration a student must file a Change of Registration form. *If this is not done failure in the course will be recorded.*

Withdrawal from a course:

a. *Load Reduction From 4½ or Above to No Fewer than 3 Courses*
Since the normal course load is defined under the semester system as from 4½ to 3 courses, students may, if circumstances

require and the academic advisor approves of the withdrawal in writing, adjust from 4½ courses (or more if the student has previously registered for an overload) to as low as 3 courses, with the following consequences: —

i. Within the first two weeks of the semester course, or within the first week of a 7-½ week course, the withdrawal will be regarded only as a permissible change of registration. Only the courses in which the student remains registered will appear on the transcript.

ii. In a 15-week course after the end of the second week, but before the end of the eighth week, or in a 7½-week course after the end of the first week but before the end of the fourth week, withdrawal of this type will result in a W on the transcript (unless medical withdrawal is authorized — see below).

iii. After the end of the eighth week of a 15-week course or of the fourth week of a 7½-week course, withdrawal will result in either a W or WF depending on the instructor's evaluation of the student's progress. No student may withdraw from a course after the last day of classes (i.e., during the exam week).

All such withdrawals, although falling within the normal load range, will be reviewed as a matter of course by the Dean of Faculty before being processed by the Registrar. **There are no refunds for reductions within the normal course load.** *Failure to withdraw officially from any course (including physical education) in which a student is officially registered will result in the recording of a failing grade in that course.*

b. *Reduction of Load to Less Than 3 Courses*

A full-time resident student will not normally be permitted to reduce his or her course load to less than 3 course credits in any one semester.

c. *Medical Withdrawal*

If a student is advised by his or her attending off-campus physician or other appropriate off-campus health care professional to withdraw from one or more courses (but not from the College) after the first two weeks of the semester, or after the first week of a 7½-week course, the student may apply to the Dean of the Faculty for Medical Withdrawal from the relevant course(s).

Applications of this type must be made in writing to the Dean of the Faculty and must be accompanied by the signed statements from the attending off-campus physician or other appropriate off-campus health care professional. After application has been made, students may, at the Dean of Faculty's discretion, receive a grade of MW instead of W or WF.

For course changes which do not fall within the normal full-time student range of 3-4½ course credits, please see information sheet regarding additional charges and/or refunds in the Business Office.

WITHDRAWAL FROM THE COLLEGE

A student who finds it necessary to withdraw from the College must confer with the Dean of Students and file a withdrawal form. Failure in courses will be recorded for a student who does not withdraw in this manner. Rules governing refunds to students who withdraw are discussed in the section, College Expenses. The actual date of withdrawal is the date on which the withdrawal form is filed with the Dean of Students Office.

MEDICAL WITHDRAWAL FROM THE COLLEGE

Students may apply to the Dean of Students requesting permission to withdraw for certifiable medical reasons. The notation MW (Medical Withdrawal) is to be allowed only where the Dean of Students judges that serious illness (i.e., illness for which the student is placed under the care of an off-campus physician or other appropriate off-campus health care professional) requires the student to leave the College for proper treatment and convalescence.

Application for Medical Withdrawal must be made as soon as is practical after the attending off-campus physician or other appropriate off-campus health care professional recommends withdrawal. Such application must include a letter from the physician or other appropriate off-campus health care professional explaining (a) the reason for the student's withdrawal and (b) specifying the date at which the student came under his or her care for that illness.

Financial consequences of Medical Withdrawal are the same as those for Withdrawal from the College. See College Expenses, page 168.

LEAVES OF ABSENCE

A student who wishes to be on leave of absence may request from the Dean of Students a leave for a minimum of one-half an academic year and a maximum of one academic year as long as a $100 credit balance is established with the Business Office. A refund of the credit balance is available for students on leave who thereafter withdraw if notice is given prior to July 15 (for leaves due to expire in September) or December 1 (for leaves due to expire in January) and the student has not participated in room draw or preregistration. Academic dismissal will cancel a leave of absence already approved, and a student on leave

will be allowed to return without further review of status if at the time of return he or she is in good standing according to the standards then in force. Credit to be transferred for work done at another institution must be approved by the student's advisor, the Registrar and, in the case of foreign study, by the Academic Appeals Board.

Any financial deposit or financial aid deadlines which apply to students currently enrolled apply as well to students on leaves of absence.

COURSE AUDITING

Students who wish to acquaint themselves with a subject without receiving credit may audit courses, with the permission of the instructor. Auditors are not subject to the requirements of the course, but their participation in the course should be serious. Full-time students need pay no audit fee; for part-time students the charge is $300 per course. Examination for course credit will not be permitted in an audited course.

CLASS ATTENDANCE

Because classroom activities are intended to assist students in the learning experience, it is expected that they will attend class sessions. Each member of the faculty has the prerogative of establishing specific attendance regulations which, in his or her opinion, are best suited to the course.

REQUIREMENTS FOR GRADUATION

A total of thirty-two course credits is required for graduation. Of these at least eight, but not more than fifteen, must be taken in the student's major field. If a student chooses an interdisciplinary major in place of a departmental major, more than the minimum of eight may be required. No student may take more than fifteen credits in any discipline. It is required that twelve of the last sixteen credits be Lake Forest College credits. (A student may petition to spend an entire junior year elsewhere. See *Lake Forest College Student Handbook* for details.) It is required also that the last four credits, with the exception of credits earned during internships, be earned on campus. No more than sixteen transfer credits can be counted toward Lake Forest College degree requirements.

A student must accumulate a 2.00 grade point average in all courses taken at Lake Forest College. See *Lake Forest College Student Handbook* for details concerning the computation of the GPA. This requirement will apply only to those students graduating in spring 1990 or later and is applicable only to those courses taken after the 1988 summer term. A grade of C or better must be earned in at least eighty-five percent of the Lake Forest course credits counting toward graduation. Exceptions to these rules can be granted only by the Academic Appeals Board.

The requirement that a grade of C or better be earned in eighty-five percent of the Lake Forest College credits counting toward graduation applies to those students entering in the fall of 1988 or later. Students enrolled prior to that date must earn a grade of C or better in eighty percent of the Lake Forest College credits counting toward graduation.

While no specific distribution of courses is required within the electives outside the major, students are urged to choose their courses carefully, keeping in mind that breadth of background as well as concentration in one field of interest are essential ingredients of a liberal arts education. Certain courses require proficiency in mathematics and/or foreign languages. All students are expected to have competence in the use of the English language and to exhibit it in all their oral and written work.

GRADUATION WITH HONORS

Graduation with Honors at Lake Forest College may be achieved in two categories: the grade point average (GPA) and/or the student's major field.

The category for general honors at graduation will consist of *summa cum laude* for GPA's from 3.9 to 4.0, *magna cum laude* for GPA's from 3.7 up to 3.9, and *cum laude* for GPA's from 3.4 up to 3.7. The student must present at least fourteen Lake Forest College courses taken with the full range of the letter grades (A, B, C, D, F but not CR). *See Lake Forest College Student Handbook* for complete requirements and details concerning transfer credit.

The category for specific honors at graduation in the student's major field is based on a clear demonstration of superior mastery of the subject, and on the ability to do outstanding scholarly work on a senior thesis, as judged by the examining committee. If the Senior Thesis is found to be an outstanding and original piece of research, Senior Thesis Honors will be awarded regardless of whether the student is graduating with Honors in his or her major field of study. (In exceptional circumstances a well-documented senior research project or imaginative creative project may be a substitute for the senior thesis, provided members of the departments involved give their unanimous approval.) See *Lake Forest College Student Handbook* for complete requirements. The 1988 graduates who received Honors in the categories are listed on page 193.

PRIZES AND AWARDS

The College community honors and rewards the outstanding achievements of its students and faculty by acclaiming them in public and by awarding them significant prizes at its annual Fall and Spring Convocations.

In keeping with the dignity and College-wide importance of the Convocations, only the most outstanding achievements are to be honored in this way. Prizes are not awarded to the best students in a given graduating class, but to those students who have proved themselves genuinely outstanding by absolute rather than relative standards. Each prize is to be a distinguished and valuable reward commensurate with the occasion and with the prize-winner's achievement.

Such distinction and value are embodied particularly in the prizes endowed and donated by friends and alumni of the College to perpetuate their ties to the academic community. These awards, presented at the Fall and Spring Convocations, collectively express and celebrate not only intellectual and personal excellence but also the special, enduring relationship between present and past generations of Lake Forest College. Outstanding students in academic areas for which there are no endowed or donated prizes are honored out of the College's own prize fund for graduating seniors.

Awards and prizes other than those referred to above are presented at departmental gatherings or at chapter meetings of the respective honor societies.

The endowed and donated prizes are: the McPherson Prizes for Excellence in Scholarship given in English, philosophy, foreign languages, and dramatics; the Fredericka L. Stahl Memorial Awards are presented for excellence in the natural sciences. The Phi Beta Kappa Senior Thesis Award is given for outstanding scholarship in a senior thesis. Scholar/Athlete Awards are given to letter winners with the best academic records. The College also offers the Harold B. Curtis Prize in Mathematics, the Sterling Price Williams Prize in Psychology, the Solly A. Hartzo Award in Politics, the Richard W. Hantke Award in History, the Warren A. Peterson Memorial Award in Economics, the Gail DeHerder Memorial Prize in Creative Writing, The Scott Award in Religion, The Angela Knott Butler Prize for Studio Art, The Senior Prize in Art History, the H. Murray Herlihy Prize in Economics, The Leo F. Van Hoey Senior Prize in Sociology and Anthropology, The Senior Prize in Computer Studies (donated by the Women's Board of the College) and the Nicholas J. Wasylik Senior Athletic Award. The Edward H. Oppenheimer Memorial Prize is awarded each year to the senior man and woman judged to have contributed most to the college community, while the newly endowed Peter C. Clute Award recognizes outstanding character. The Jacob Wardwell Edwards Prize is presented to the freshman demonstrating outstanding qualities of leadership. The Emma O. Haas Memorial Awards for Merit in Scholarship honor the students who have completed all of their course work at Lake Forest College and who have compiled the best all-around academic records in the sophomore, junior and senior years. The Tamara Lee Wefler Award, established by the Class of 1977, is presented annually to a senior whose spirit and character have encouraged the acceptance of a diversity of values and a sensitivity toward the welfare of others. Two new awards recently have been endowed: the Harald C. Jensen Prize for the most outstanding senior thesis describing original independent research in experimental physics and the Grace Updegraff Bergen Scholarship Award, with first preference for an individual intending to enter the Christian ministry, and second preference for an individual majoring in music. In 1988 the Fran Asher Prize for Excellence in Philosophy was established to honor a junior majoring in philosophy who has demonstrated original and creative work in the field which suggests unusual capacity for future work in philosophy. A list of the 1988 senior award recipients is on page 195.

PHI BETA KAPPA

Phi Beta Kappa, the national honorary scholastic society (founded in 1776), is open to undergraduate men and women with outstanding academic records. The Lake Forest College chapter (Theta of Illinois) includes both faculty and students as members. See page 193 for the 1988 Phi Beta Kappa graduates of the College.

The chapter is an organization independent of the College (though "sheltered" by the College) and of its curriculum, and thus determines its own standards for admission, standards which are in keeping with those of the United Chapters of Phi Beta Kappa. Evaluation of candidates for election includes an examination of their grade point average, an appraisal of the scope of their course work, and a recognition of recommendations from their professors. Phi Beta Kappa emphasizes excellence in scholarly achievement and the pursuit of broad cultural interests.

MAJOR ENDOWED SCHOLARSHIP FUNDS

See page 185 for a list of the Major Endowed Scholarship Funds and the 1987-88 recipients. All scholarships require demonstrated financial need.

Lake Forest College Courses of Instruction, Majors and Degree Programs

One of the following abbreviations, appearing immediately after the course title throughout the catalog, indicates the semester the course is offered:

F-Fall
S-Spring
S(A)-Jan. 17-March 8, 1989
S(B)-Mar. 20-May 4, 1989

Freshman Studies and Special Interest Courses

All departments of the College offer courses of an introductory nature which are intended primarily for freshmen and which are listed and described under the various departments. All courses designated at the 100 level are recommended for freshmen, and many courses at the 200 level are open to freshmen without prerequisites or special permission. In addition, the College offers a number of courses or sections of courses which are open only to freshmen, and which are smaller in class size than most regular courses, to allow for more concentrated instruction, and to facilitate discussion. These courses have as their principal aim the development of basic skills in writing, critical reading, analysis, oral communication and basic mathematics. The College recognizes the importance of good communication skills and of maintaining good standards in the written work which is a part of course requirements in all departments of the curriculum.

Basic writing skills are the main topic in English 100 (Freshman Composition); written composition and critical reading are also heavily emphasized in the courses known as Writing on Special Topics. Freshman Seminars emphasize research and discussion, and are suitable for students who already feel more confident of their writing skills. Mathematics 100 is for students who have had less than three years of high school mathematics; a placement examination will be offered during freshman orientation and is required for enrollment in Mathematics 100. An additional college resource, important for freshmen, but open to all members of the college community, is the Writing Center, with Ms. Grisham, Director, and student tutors. The Writing Center administers the writing placement test during freshman orientation, by which students can assess with their advisors whether or not they would benefit from taking English 100, or Writing on Special Topics, or a Freshman Seminar, at some point during the freshman year. More important, the Writing Center, which is located in the Donnelley Library, offers tutoring in writing, at

all levels of difficulty and for all disciplines. Students may enroll for credit on a long-term basis (English 101), or for non-credit tutoring for varying lengths of time.

N.B. All the following courses are for credit; none are required courses.

ENGLISH 100 FS Staff

English 100 is a composition course for freshmen and other students who need practice in writing effective expository and argumentative prose. The emphasis in the course is placed on methods of developing unified and coherent papers as well as on grammar, usage and other fundamentals of English. The course will also help develop the student's critical reading ability, offer guidance in the use of the library's resources, and provide individualized aid for writing assignments which students in the course may be preparing for their other classes. To continue to improve writing skills after completing English 100 a student might enroll at the Writing Center for regular or periodic conferences either with the Director of the Writing Center or with an experienced upperclassman writer as a peer tutor. The Director of the Writing Center may recommend taking a tutorial for credit to build on the progress made in English 100.

MATHEMATICS 100 F Staff

Basic numerical skills are important for study in many areas, including statistics, computer science, economics, and the physical sciences. Mathematics 100 is a course in elementary algebra, *intended only for students who have had less than three years of high school mathematics*, and who wish to prepare themselves for further quantitative types of study, either in the Math Department or in other areas. Such topics as radicals, complex numbers, solutions of systems of equations and inequalities, and the quadratic function, will be studied in detail.

FRESHMAN SEMINARS

In a freshman seminar, a small group of students, led by one or more faculty, explores a broad issue in human nature or culture from various intellectual perspectives. Each seminar has an enrollment of twelve to fifteen students and places special emphasis on student participation in discussion, on oral and written presentations during the seminar, and on the development of research techniques and analytic skills. Participants should have already demonstrated basic competence in writing.

107 HUMAN GENETICS, SOCIETY AND DECISIONS S Staff

The 1980's is a decade seeing remarkable advances in our understanding of genetics. One of these advances has been the finding of the cause of some human diseases, as well as treatments for them. This seminar will explore some of the ways in which society has tried to use our understanding of genetics for its betterment, applications of the new knowledge gained from genetic engineering to human problems and the impact of this increased awareness to the concerns of society. No knowledge of science is assumed.

108 UTOPIAS F Ms. Eskilson

How might one imagine, or construct, a perfect society? This course examines the utopian vision of thinkers in various historical periods, as well as attempts to realize utopian communities on earth. Special attention will be given to different experiments made with ideal communities in America, and the "real world" conditions of their success or failure. (Cross-listed as Sociology and Anthropology 108.)

109 I, TOO, SING AMERICA: A SOCIAL PSYCHOLOGY OF RACE AND DIVERSITY S Staff

Taking its title from the Langston Hughes poem, this seminar will investigate psychological aspects of Black-White race relations in America. What are some of the opportunities and obstacles to our joining with Hughes in feeling about ourselves, "They'll see how beautiful I am ... I, too, sing America"? In addition to the study of racial diversity, attention will also be directed toward other important psychosocial differences — including other ethnic, sexual, and religious differences. Topics include intergroup and interpersonal communication, cooperation, conflict, defensiveness, attraction, and prejudice. Psychological theories about these topics will be emphasized, but the seminar will draw heavily on interdisciplinary perspectives (e.g., history, politics, biology, literature, economics, etc.). Diversity in the seminar participants themselves — faculty, students, and guest lecturers — will be an important resource for the seminar.

113 SUBURBS F Mr. Ebner

"Suburbs" approaches its subject through history, literature, politics, sociology, and film; classroom sessions and field study in metropolitan Chicago. Comparisons drawn with suburbs elsewhere in the United States and other nations. Special emphasis devoted to the North Shore suburbs, a network of eight communities, including Lake Forest, established between 1857 and 1896. The instructor is the author of *Creating Chicago's North Shore, A Suburban History* (University of Chicago Press, 1988).

117 SOUTH AFRICA: ROOTS OF RACIAL CONFLICT F Ms. Brock

South Africa, unlike any country in the world, has enshrined racism into law under the system known as apartheid. Over the last two years the people of South Africa have made an undaunted push toward a new South Africa while the government has responded with more repression. In order to understand the current racial conflict, one must examine its historical roots. This seminar will explore the origins and development of the contemporary situation by examining the contradictions and conflicts embedded in the last 100 years of the South African experience. Migrant labor and the mining economy, African nationalism, white supremacy, and the current crisis will be examined.

FRESHMAN RICHTER SCHOLAR SEMINAR

This honors seminar is designed to introduce freshmen to the richness and diversity of human knowledge. Enrollment is limited to those invited to become Richter Scholars.

180 WAYS OF KNOWING F Mr. LeMahieu

The course will examine the underlying assumptions, prevailing theories, and current methodologies of various disciplines within the Liberal Arts. Professors from the major departments within the college will be invited into the seminar to conduct classes on their specialties. Through readings, discussions, and practical demonstrations, students will explore the various approaches to knowledge within the humanities, natural sciences, and social sciences.

WRITING ON SPECIAL TOPICS

These courses, which may be interdisciplinary or departmental, are designed to help freshman students improve their writing, critical reading and research skills, but unlike English 100 they are focused on a topical theme, each course allocating roughly half the time spent in class to lectures and discussions about the subject matter and the other half to instruction and guidance in writing. Class size is limited to 17. Writing on Special Topics may or may not count toward a departmental major, depending on the department offering the course.

Although these courses are limited to Freshmen, upperclassmen may enroll under special circumstances. They should consult with the Director of the Writing Center for permission.

102 THE SHORT STORY AS SOCIAL CRITICISM F Mr. Bennett

The short story is a double mirror which reflects both the values of the society which it portrays and the values of the author who acts as a conscience of his age. Through a study in depth of certain key writers like Conrad, Vonnegut, Bellow, James, Hemingway and Oates, students will trace major changes in social values over the last century and examine their validity for the future.

105 AMERICAN MUSICAL THEATRE IN PAST AND PRESENT F Mr. Kirby

A study of representative musical comedies, operettas and related works which will provide topics for papers by students. Emphasis will be placed on relationships to political, social and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are: *The Desert Song, Show Boat, The Three-penny Opera, Porgy and Bess, Oklahoma!, South Pacific, My Fair Lady, A Little Night Music,* and others. The course will also work with word processing. (Also listed as Music 105.)

106 THEATRE AS A SOCIAL/POLITICAL BAROMETER F Ms. Jones

An examination of the use of theatre to dramatize religious and political battles and social/cultural injustices. Among scripts and topics to be discussed are: *Juno and the Paycock* (Northern Ireland), *Master Harold and the Boys* (Apartheid)), *Galileo* (Inquisition), and others. (Also listed as Theatre 106.)

110 NATURE IN FOUR TRADITIONS F Mr. C. Miller

Different cultures have understood "nature" differently. The class will examine writings from Taoism, the "nature philosophy" of traditional China; from Elizabethan England, through Shakespeare's *The Tempest* and essays of Sir Francis Bacon; from the French Enlightenment, through Rousseau; and from the American West (short fiction, poetry, and social science essays). Writing for the course will include keeping a journal.

112 INTRODUCTION TO COMPARATIVE LITERATURE F Mr. Gray

An introduction to the concept and methods of Comparative World Literature through the study of theories and works from a wide range of periods and national literatures. Topics include genre, theme, movements, cross-cultural influences such as science, history, philosophy and the fine arts on literature, problems in translation, and the linguistic approach to literary texts. Fundamentals of literary interpretation and critical writing are an integral part of the course. Several papers, including a research term paper, are required, all of which—after the first—are to be written on a word processor. Some of the readings are sonnets by Dante and Shakespeare, tales of E.A. Poe, and E.T.A. Hoffman, *Madame Bovary,* and Ibsen's *Ghosts.* (Also listed as Comparative World Literature 100.)

210 OBSERVING THE SCHOOLING PROCESS FS Mr. Tierno

An introduction to the teaching-learning process from pre-school through high school. Participants observe, analyze, and discuss a variety of educational environments, including classrooms with exceptional students and classrooms in multicultural settings. Major focus will be placed upon developing competencies in educational library research and writing skills. (Also listed as Education 210.)

SOPHOMORE HONORS SEMINAR

Each year an interdisciplinary honors seminar is taught on the sophomore level. The seminar is designed for Lake Forest sophomores who are prepared for a more than usually demanding and challenging academic experience, who want to read certain classics of the tradition of western thought in a seminar format in which they, rather than the instructor, are primarily responsible for generating the topics for discussion at each class-meeting. Enrollment is limited to fifteen students and requires permission of the instructor.

250 THE HUMAN CONDITION AS REBELLION AND OBEDIENCE F Ms. Kurtz

This Seminar course will study our confrontation and conciliation with the divine, the natural, the social, and the artistic orders. Readings will range from the Bible to twentieth century writings, including such authors as: Sophocles, Plato, Luther, Paine, Freud, Arendt, Thoreau, Gandhi, and Orwell.

JUNIOR HONORS SEMINAR

A seminar in the creative process is designed for students at the junior level.

350 THE CREATIVE PROCESS

Can creativity be taught, or only encouraged? How are the creative and analytical geniuses reconciled in the same personality? Do all "creators" share common traits, methods? These and other questions will be investigated in a cross-disciplinary course that takes advantage of guest working artists' insights into the mystery of creativity. Students approved by the instructor will also examine the literature of the creative process across the sciences, the social sciences, the arts, and the humanities in order to arrive at a useful definition for "creativity"; to engage key artistic, historical, philosophical, social, intellectual, and pragmatic issues relative to it; and to shed some light on their own creative natures and further their creative work. (Not offered 1988-89.)

SENIOR HONORS SEMINAR

Senior Honors Seminars are designed for Lake Forest seniors who wish to undertake a serious integrating and culminating course.

450 THE EIGHTEENTH CENTURY: THE BIRTH OF A NEW WORLD VIEW

This seminar will study the Eighteenth Century, for it is with this century that our modern world comes into being; it is the watershed between the Medieval-Renaissance world and what has become our own. The new scientific climate established by the work of Sir Issac Newton in the context of the political and economic upheavals at the end of the Seventeenth Century culminated in the world view of a rising middle class. This view was challenged by a generation of great writer-satirists who held fast to old values, and then was reinterpreted by a generation of romantic writers. The age culminated in the great revolutions in America and France and the modern world had been born. Readings will include such authors as: Pope, Newton, Swift, Descartes, and Voltaire. (Not offered in 1988-89.)

455 PATTERNS IN NATURE S Ms. Michaels

From the meander of a river to the branchings of tree and vein, from soap bubble to the perfect spiral of the nautilus shell, from the articulate gestures of a cellist's hand to the snowflake, our world abounds with exquisite and intricate patterns. This course explores the variety of patterns found in nature, the purposes, if any, that those patterns serve, and the principles and mechanisms that natural science calls upon to explain them. While much of early science sought "explanations" of patterns in models, plans, and blueprints, modern science acknowledges that such solutions merely relocate the problem rather than solving it. We'll explore how solutions now abound in some sciences but in others are conspicuous in their absence. Ideally, the seminar will draw two types of participants, senior science majors who represent their disciplines, and those interested in understanding patterns. (Offered in alternate years. Offered in 1988-89.)

THEATRE

Louise C. Mason (Director of Theatre): Acting, Theatre History, Playwriting, Directing.
Ellen E. Jones (Technical Director/Resident Designer): Technical Direction, Scenery, Lighting and Costume Design.

The theatre program is performance oriented and largely extra-curricular. Guided by a faculty committee, the program is highlighted by professional instruction and direction, including an on-campus Director of Theatre, Technical Director, and professional guest artists. A wide variety of classic, contemporary and original productions are presented in the recently remodeled, fully equipped Allan Carr Theatre in Hixon Hall. This unique and intimate showcase for performing arts adapts to proscenium, arena, thrust and experimental staging configurations. A center for campus theatre activity, Hixon Hall provides a home for the Garrick Players productions, studio performances, classroom labs, professional shows and workshops.

The season of productions — open to all students — is managed and staffed by the Garrick Players, an extra-curricular student organization. Experience in all aspects of theatre is offered: acting, directing, playwriting, designing, costuming, lighting, stagecraft and publicity.*

Although a major is not offered, the theatre program provides professionally taught workshops in addition to the courses in theatre practice. In coordination with Garrick Players productions, creative project credit is available for in-depth, specialized study in directing, playwriting, designing, stage managing, advanced acting projects, etc. Credit is available through internships with local professional theatres, and students also enroll in a full range of theatre and dance courses at neighboring Barat College through cross-registration.

In addition, there is a local chapter of Alpha Psi Omega, the national dramatics honorary fraternity. It serves to honor scholastically outstanding upper-class students who have shown superior accomplishment in dramatic arts at Lake Forest College.

106 THEATRE AS A SOCIAL/POLITICAL BAROMETER F

Ms. Jones

An examination of the use of theatre to dramatize religious and political battles and social/cultural injustices. Among scripts and topics to be discussed are: *Juno and the Paycock* (Northern Ireland), *Master Harold and the Boys* (Apartheid), *Galileo* (Inquisition), and others. (Cross-listed as Writing on Special Topics 106.)

210 FUNDAMENTALS OF TECHNICAL THEATRE F

Ms. Jones

This course is an introduction to the design and technical aspects of theatre production. Basic information about scene design, lighting design, costume design and theatre technology is covered. Emphasis is on student projects that introduce the class to the basic problems involved in theatre design and the basic components of theatre technology.

220 FUNDAMENTALS OF ACTING FS

Ms. Mason

The basic Stanislavski acting method is studied and practiced through interpretive and physical exercises, monologues, and scenes. The work culminates in final scene project. No prerequisite.

230 THEATRE HISTORY: GREEKS TO SHAKESPEARE

History of the theatre, from its origins in religious ritual of ancient Greece to the productions of Shakespeare's London. Emphasis placed on acting styles, production techniques, stage and auditorium architecture, and sociopolitical milieu that formed the foundation of the theatre of each culture and period. No prerequisite. (Cross-listed as CWL 250. Not offered in 1988-89.)

*Also see "Theatre — The Garrick Players", page 152.

231 THEATRE HISTORY: MOLIERE TO IBSEN

History of the theatre, from the comedies of Molière to the beginning of twentieth century realism in the productions of Ibsen and Chekhov. Exploration of public versus private theatre, conventions of acting and stagecraft practices, and cultural trends that influenced each period's theatre. No prerequisite. (Cross-listed as CWL 251. Not offered in 1988-89.)

242 CREATIVE WRITING — PLAYWRITING AND SCREENPLAY WRITING

A beginning course in the craft of dramatic writing. Problems of writing for stage and screen will be studied. Group discussions and individual conferences. (Cross-listed as English 242. Not offered in 1988-89.)

250 DIRECTING F

Ms. Mason

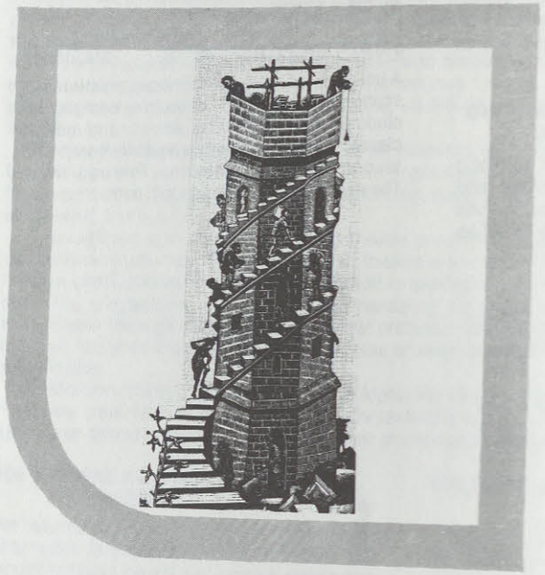
An introduction to directing for the stage. Students learn the fundamental principles of stage direction through a series of in-class exercises and then apply them to scenes taken from major dramas. Emphasis is on directing projects and production research. No prerequisite.

310 ADVANCED DESIGN S

Ms. Jones

A lab oriented study of advanced problems in scene, lighting, and costume design, including multiple setting shows and period classics. Emphasis is on visual research and student design projects. Prerequisites: Theatre 210 or permission of instructor.

Interdisciplinary Majors and Sequences



INTERDISCIPLINARY COMMITTEES

In lieu of a major in one academic discipline, a student may choose to concentrate in an interdisciplinary field of study. A student who wishes to elect one of these concentrations should confer with the chairperson of the appropriate committee. The interdisciplinary concentrations offered are:

American Studies

Mr. Zilversmit (Chairperson), Mr. Goluboff, Mr. A. Miller, Mr. C. A. Miller

American Studies, the oldest interdisciplinary major in American higher education, examines the relations among institutions, ideas, and the artistic imagination within the American experience. The student acquires a firm command of the history, literature, and political institutions of the United States and chooses, according to his or her interest, additional studies among the allied fields of art, music, philosophy, religion, sociology, and economics. Since the aim of the program is not merely for the student to collect course offerings related to the United States from various departments, but to be able to synthesize the entire American experience, the major also requires at least one course offered through the American Studies Program at the 200 level, and the senior seminar.

The major consists of twelve courses. Seven of them consist of (i) a course from the 200-level series in American Studies (e.g., the 1890's, the 1930's, the 1960's, Nature in

American Life, Mark Twain and his Era, The Jewish Experience in America, Regions in America); (ii) American Thought (History 365); (iii) the senior seminar (American Studies 480); (iv) one course in American politics; (v) a course in American history other than American Thought; (vi) a course in American literature; (vii) a course in American art or music. The remaining five courses are selected by the student with the approval of the advisor from among those courses taught at the College which have an American emphasis, including independent studies and a Senior Thesis where appropriate.

217 INTRODUCTION TO AMERICAN STUDIES: THE JEWISH EXPERIENCE IN AMERICA S Mr. Goluboff and Mr. C. Miller

The experience of Jews in America from colonial times to the present with emphasis upon the contribution of Jews to American culture since the great waves of immigration from Eastern Europe in the late nineteenth century. Assimilation, anti-Semitism, rise of the Jewish-American novel, role of Jews in law and politics, responses to the Holocaust, and to Israel. (Cross-listed as English 224.)

480 SENIOR SEMINAR

Research seminar; readings, oral reports; a major research paper is required. (Not offered in 1988-89.)

Area Studies

Ms. Talhami (Chairperson), Mr. Carnes, Ms. Gayle, Mr. Katz, Mr. Smith.

This major serves students whose intellectual curiosity or vocational orientation (foreign service, business overseas, teaching, international organizations, governmental or para-governmental institutions concerned with population, nutrition, conservation, health, crime, etc.) would be furthered by the study of regions and countries outside the United States. It also opens for the student exciting possibilities of cross-disciplinary work in social science, and the achievement of a rich understanding of a society by study of its history, political economy, and culture.

Individually tailored study plans, combining courses and, where necessary, independent study (tutorials and research), can take many forms, but should always be drawn from the following fields of emphasis: the culture and religion; the history; the social structure and the economy; and the political life of the chosen area. In achieving this goal, a balance should be maintained between courses across disciplines, and tutorials should be kept to a minimum. A minimum of ten (10) courses are required, some of which can be language courses at the intermediate level or above (beginning with third-semester college-level courses). All majors are required to write a senior thesis.

Where instruction in the language appropriate to the area of specialization is offered on this campus, proficiency in that language will be required. Where instruction in the language of the area of specialization is not available on this campus, proficiency in that language is strongly recommended. In the latter case, students may wish to avail themselves of other opportunities for language training, such as courses at other colleges in the vicinity or through summer programs. All students are encouraged to consider the LFC foreign internship programs or ACM programs abroad where these can help strengthen language skills.

Finally, majors are encouraged to consult with members of this committee regarding requirements and the relevancy of certain courses to the major.

Behavioral Sciences

Mr. Glassman (Chairperson), Ms. Eskilson, Mr. Tierno

Most areas of a liberal arts curriculum are concerned in some way with elucidating human behavior. A major in Behavioral Sciences takes advantage of a broad range of perspectives in both the social and biological sciences, in order to achieve understanding of an issue in behavior. While the committee is particularly interested in developing individualized plans for study, we make the following suggestions for possible interdisciplinary study and invite discussion of specific course sequence and independent study options: communication and language, human biological and social evolution, logic and method of social scientific investigation, comparison of humanistic with scientific inquiry, social impact of modern technology, or the relationship between schooling and social-emotional development of children and youth. Some examples of issues on which recent graduates have focused are: development of mathematical intuition in children; topics in social science and education related to a planned career in college admissions counseling; multidisciplinary approach to human development.

A major in Behavioral Sciences requires at least 8 courses, the program to be designed in consultation with the committee. One of these must be a course in scientific method, e.g., Psychology 220 or Sociology and Anthropology 310. A course in statistics is required, e.g., Mathematics 150 or Psychology 420 or Economics 230. Majors will be asked to hand in, for approval, a brief progress report and restatement of plans each year. A final report is due on March 1 of the senior year.

250 SEMINAR ON THE FAMILY S
Mr. Tierno

This course provides students with an in-depth view of the family unit drawing from the disciplines of anthropology, art history, psychology, and sociology. Readings and class discussions will focus upon the evolution of the family unit; the development of the modern Western family structure; the changing conceptions of the family as reflected in a range of art forms; the family as a unit of socialization; the relationship between the economics and the sociology of family life; and the family as an arena for individual personality development.

Comparative World Literature

Mr. Carnes, Mr. Greenfield (Chairpersons), Mr. George, Ms. Johnson, Ms. Ross

Students whose interest in literature reaches across traditional academic disciplines and barriers of language, may plan a substantial major program of studies in comparative world literature around a field of concentration of their own choice. The variety of offerings in comparative world literature, foreign literatures, and English permits a wide range of possible topics (The old world; medieval literature; narrative genres; Modernism; literature and society; literature and the other arts; others). Each student will be assisted by faculty in developing a viable, balanced program to suit her/his interests and purposes.

The courses offered in CWL may be chosen as electives to complement major programs in English, one of the foreign literatures, or other disciplines. For general information regarding the program or individual courses, consult any member of the CWL committee and teaching faculty. Advising of majors: Mr. Greenfield.

Prerequisites for the CWL major: 210 level in a foreign language (normally completed by the junior year, with a grade of "C" or better), or equivalent. Major program (eight courses): CWL 100, normally taken during freshman or sophomore year; English 206 or 300 (or Religion 201 or 202); two courses in foreign language literature beyond 210; one course in literature in translation approved by the program advisor; two courses focused on a period, movement, genre, author, or literature and other disciplines, normally chosen from offerings in CWL, foreign language literature, and English; and CWL 400. Courses must be completed with a grade of "C" or better, to be applicable to the major.

Recommended Electives: Students are urged to study a second foreign language at least through 112. A variety of suitable courses to complement the student's chosen area of concentration are listed elsewhere in the Bulletin. The following courses are especially recommended: History 235 (History and Literature); History 236 (Literature, Society and Dissent in Russia); History 331 (The Enlightenment); History 340 (History of Communication); Philosophy 230 (Philosophy and Literature); Philosophy 260 (Aesthetics); Religion 201 (Biblical Heritage: Myth, Legend and History): Religion 202 (Biblical Heritage: Prophets and Teachings); Ancient Med. Civ. 201 (Ancient Greece: Life, Thought and the Arts); Linguistics 201 (Linguistics and Literature); Theatre 230 and 231 (Theatre History).

Please Note: All CWL courses are taught in English.

100 INTRODUCTION TO COMPARATIVE LITERATURE F Mr. Gray

An introduction to the concept and methods of Comparative World Literature through the study of theories and works from a wide range of periods and national literatures. Topics include genre, theme, movements, cross-cultural influences such as science, history, philosophy and the fine arts on literature, problems in translation, and the linguistic approach to literary texts. Fundamentals of literary interpretation and critical writing are an integral part of the course. Several papers, including a research term paper, are required, all of which—after the first—are to be written on a world processor. Some of the readings are sonnets by Dante and Shakespeare, tales of E.A. Poe and E.T.A. Hoffman, *Madame Bovary,* and Ibsen's *Ghosts.* (Cross-listed as Writing on Special Topics 112.)

101 LINGUISTICS AND LITERATURE

(Cross-listed as Linguistics 201. Not offered in 1988-89.)

200 THE MIDDLE AGES AND THE RENAISSANCE (ENGLISH LITERATURE I) FS
Ms. Cowler, Ms. Ross

(Cross-listed as English 200.)

201 EXISTENTIALISM AND LITERATURE: SARTRE, deBEAUVOIR, CAMUS F
Ms. Johnson

(Cross-listed as Foreign Languages, Literature in Translation 201.)

202 CONTEMPORARY SPANISH-AMERICAN NARRATIVE IN TRANSLATION S Ms. Thickstun

(Cross-listed as Foreign Languages, Literature in Translation 202.)

203 MODERN MASTERS OF GERMAN LITERATURE S Mr. Gray

(Cross-listed as Foreign Languages, Literature in Translation 203.)

204 PENINSULAR SPANISH LITERATURE IN TRANSLATION

(Cross-listed as Foreign Languages, Literature in Translation 204. Not offered in 1988-89.)

205 ANCIENT GREECE: LIFE, THOUGHT & THE ARTS S(A)* Mr. Cole

(Cross-listed as Ancient Mediterranean Civilizations 201.)

206 WORLD LITERATURE I: MASTERPIECES OF LITERATURE, ANCIENT AND MEDIEVAL

(Cross-listed as English 206. Not offered in 1988-89.)

207 BIBLICAL HERITAGE: MYTH, LEGEND AND HISTORY

(Cross-listed as Religion 201. Not offered in 1988-89.)

208 WORLD LITERATURE III: EUROPEAN CLASSICS OF THE LATE 18th AND 19th CENTURIES

(Cross-listed as English 208. Not offered in 1988-89.)

209 BIBLICAL HERITAGE: PROPHETS & TEACHINGS

(Cross-listed as Religion 202. Not offered in 1988-89.)

*7½ week course

211 MODERN JAPANESE PROSE IN TRANSLATION

(Cross-listed as Foreign Languages, Literature in Translation 205. Not offered in 1988-89.)

215 MYTH AND LITERATURE

(Cross-listed as English 215. Not offered in 1988-89.)

220 INDIAN RELIGIOUS TRADITION THROUGH STORY LITERATURE S Ms. Benton

(Cross-listed as Religion 221.)

221 CONTEMPORARY LITERATURE

(Cross-listed as English 221. Not offered in 1988-89.)

222 INTRODUCTION TO FOLKLORE S Mr. Greenfield

(Cross-listed as English 222.)

223 LITERARY TYPES AND TRADITIONS F Ms. Harmon

(Cross-listed as English 223.)

224 FORMS OF FOLKLORE F Mr. Carnes

(Cross-listed as Foreign Languages, Literature in Translation 224.)

225 INTRODUCTION TO JAPANESE FOLKLORE S Mr. Carnes

(Cross-listed as Foreign Languages, Literature in Translation 225.)

228 INTRODUCTION TO FILM STUDIES F Mr. Gerard

(Cross-listed as English 228.)

230 PHILOSOPHY AND LITERATURE

(Cross-listed as Philosophy 230. Not offered in 1988-89.)

235 HISTORY AND LITERATURE

(Cross-listed as History 235. Not offered in 1988-89.)

250 THEATRE HISTORY: GREEKS TO SHAKESPEARE

(Cross-listed as Theatre 230. Not offered in 1988-89.)

251 THEATRE HISTORY: MOLIERE TO IBSEN

(Cross-listed as Theatre 231. Not offered in 1988-89.)

300 MEDIEVAL STUDIES: THE CHAUCERIAN AND ARTHURIAN TRADITIONS S Ms. Ross

(Cross-listed as English 300.)

302 THE GERMAN NOVELLA

(Cross-listed as Foreign Languages, Literature in Translation 302. Not offered in 1988-89.)

320 MODERN DRAMA

(Cross-listed as English 320. Not offered in 1988-89.)

321 MODERN FICTION S Mr. Greenfield

(Cross-listed as English 321.)

326 INTERDISCIPLINARY STUDIES

(Cross-listed as English 326. Not offered in 1988-89.)

400 COMPARATIVE LITERARY THEORY AND PRACTICUM FS Staff

(Senior tutorial; offered as needed.)

LITERATURE IN FOREIGN LANGUAGES

See offerings in French, German and Spanish.

WORLD LITERATURE, PERIODS, MOVEMENTS, GENRES AND AUTHORS

The following courses, offered in the English Department, satisfy the period, movement, etc. requirement for Comparative World Literature majors: English 200 (Middle Ages and Renaissance); English 201 (17th and 18th Centuries); English 207 (European Classics of the Renaissance and Enlightenment); English 220 (Shakespeare); English 225 (Women Writers); English 301 (Renaissance: Age of Experiment); English 302 (John Donne and His Contemporaries); English 303 (Age of Satire); English 304 (Romantic Period); English 305 (Victorian Literature); English 322 (Modern Poetry); English 328 (Special Topics In Film); English 450 (Theory of Literature). See English Department listing for above course descriptions.

Environmental Studies

Mr. Martin (Chairperson), Mr. C. A. Miller

Interest in matters related to the health of our global environment has created a need for persons with broad backgrounds and training in the environmental sciences and allied areas such as politics, economics, mathematics, and sociology. The Environmental Studies curriculum is designed to fulfill these needs by exposing the student to a variety of required experiences while maintaining flexibility in personal program planning through a number of elective offerings.

An interdisiciplinary major in Environmental Studies should include the following courses: Biology 151 (Cell Biology); Biology 152 (Plant and Animal Biology); Biology 153 (Population Biology); Chemistry 110 and 111 (General Chemistry); Economics 110 (Principles of Economics); Mathematics 150 (Introduction to Probability and Statistics) or Economics 230 (Economic Statistics); Computer Studies 111 (Introduction to Programming in BASIC); and one course in Politics above the introductory level to be determined in consultation with the Environmental Studies Committee.

In addition to the required courses, the student should elect at least five additional courses to satisfy the major. To ensure a depth of experience in at least one area, four of these courses must be taken in a single discipline, i.e., biology, chemistry, politics, etc. (freshman or introductory level courses cannot be counted). These courses are to be selected with the approval of the Environmental Studies Committee; examples of such courses are contained in the following list: Biology 261 (American Forest); Biology 220 (Microbiology); Biology 345 (The Insect World); Biology 381 (Ecology); Biology 282 (Marine Biology); Chemistry 220 (Organic Chemistry I); Chemistry 221 (Organic Chemistry II); Chemistry 300 (Biochemistry); Economics 240 (Urban Economics); and Sociology and Anthropology 340 (Demography). Minor adjustments in the program are possible but must be approved in advance by the Committee.

The use of independent studies for topics of special interest to the student also will be encouraged. During the junior or senior year or during the summer between these two periods, the able student will be encouraged to participate in an internship program (arranged by the College) with an appropriate environmental agency. A student who chooses to major in Environmental Studies must choose one of the members of the Environmental Studies Committee as his/her advisor.

Humanistic Inquiry

Ms. Kurtz (Chairperson), Mr. Lessing, Ms. Ross

The function of the committee is to guide students in developing programs in the humanities which bridge different disciplines. For example, a student might wish to plan a program culminating in a study of the art, history, literature, and philosopy of a particular period; or the study of a style, such as the baroque, as it appears in art, music, and literature; or the study of an idea, such as gravity or love.

Interested students must submit for committee approval a study plan which defines their interests and goals, lists relevant courses and independent study projects, and suggests faculty resources. Requirements will be mutually agreed upon by the committee, the student, and his principal advisor (who need not be a member of the committee). Ordinarily, application should be made no later than the first term of the junior year.

International Relations

Mr. Galloway (Chairperson), Mr. Moodie, Mr. Nazmi, Mr. Smith, Ms. Talhami

A student majoring in International Relations is concerned with the approaches by various disciplines — politics, history, economics, sociology, and psychology — to problems which are global in scope, e.g., war and peace, development and under-development, imperialism and national self-determination.

A student concentrating in International Relations will find his or her preparation excellent background for positions in international affairs in the federal and state governments. In addition, positions with international institutions, such as the specialized agencies of the United Nations and various international businesses are available. Furthermore, the major is a base for social service positions at the national and international level, e.g., the Peace Corps and church groups. Lastly, several majors each year go on to graduate school in political science, law, or business administration.

A major in International Relations must take a core set of courses which will give him or her a firm basis from which to study advanced areas in depth. The core courses will acquaint the student with concepts such as the balance of power, the development of the nation state system in Europe, non-Western history, basic models of human societies, and basic economic principles. The required courses are World Politics (Politics 340), Europe from the Old Regime to the Modern Era (History 118), Introduction to Sociology and Anthropology (Sociology and Anthropology 110), Principles of Economics (Economics 110), and Senior Seminar (International Relations 480).

The completion of a foreign language through the 320 level is also a requirement for graduation.

Students must also take two courses from a specifically comparative perspective so as to become familiar with differences and similarities among different states and societies. The two courses may be selected from: Comparative Economic Systems (Economics 211), Western European Politics (Politics 210), Comparative Communist Systems (Politics 211), Third World Politics (Politics 212), Politics of the Middle East (Politics 216), Introduction to Black Subsaharan Africa (Politics 217), Latin American Politics (Politics 219), and any other comparative courses deemed suitable by the Chairperson.

Upon completion of the core courses and two comparative courses, a student must take four electives which will enable him or her to focus interest on a series of interrelated topics in preparation for the seminar. These four courses or independent studies or internships are to be chosen in consultation with the Chairperson.

345 TOPICS IN INTERNATIONAL RELATIONS S Mr. Galloway, Special studies on topics such as peace research and world order; comparative foreign policy. The topic for 1989 is "Outer Space: Political, Economic and Legal Issues." (Cross-listed as Politics 345.)

480 SENIOR SEMINAR S Mr. Galloway
The topic for 1989 is "Global Industries"; an analysis of the oil, computer, automobile, and pharmaceutical industries in the world political economy.

Scientific Inquiry

Mr. Martin, Mr. Richardson

The use of scientific methods and techniques shall be the basis for an investigation of a topic, whether it be scientific or humanistic. Examples of such kinds of projects might be: To explore the use of laser holography as a new art medium; the use of statistics and computer science to investigate a topic in sociology, economics, history, etc. Projects should be submitted to the Committee on Scientific Inquiry for approval.

Sequences

In addition to the interdisciplinary majors, the curriculum also includes a select group of interdisciplinary course-sequences and concentrations, in each of which a number of related courses from different departments are organized around a central topic, such as Women's Studies, and constitute a minor program of study in that field of inquiry. A student who develops an interest in one of these topics consults with the Advisory Committee in order to decide upon a suitable selection and sequence of recommended courses. Upon successful completion of the sequence, which may or may not culminate with an internship or research experience, the student has the option of having the fact recorded on the transcript.

Ancient Mediterranean Civilizations

This interdisciplinary concentration focuses on the ancient Near Eastern, Greek and Roman cultures which are the roots of our western heritage.

In addition to the courses in Ancient Mediterranean Civilizations described below, the following courses currently offered by various departments of the College are relevant to the concentration: Art 210 (Ancient Art), Art 211 (Medieval Art), English 215 (Myth and Literature), English 206 (Masterpieces of Literature), History 110 (World Civilizations to 1500), Philosophy 299 (History of Philosophy: Ancient Greece), Religion 201 (Biblical Heritage: Myth, Legend and History), Religion 202 (Biblical Heritage: Prophets and Teachings), Religion 209 (Archaeology of the Biblical World, Cross-listed as Sociology/Anthropology 209.)

A student completing six course credits in the concentration from at least four disciplines (counting Ancient Mediterranean Civilizations as a discipline) has the option, with the approval of a faculty supervisory committee, of having the fact recorded on his or her transcript. The committee also assists students wishing to shape an interdisciplinary major in Humanistic Inquiry focused on studies in Ancient Mediterranean Civilizations. See page 55 for further details.

Under the rubric of Ancient Mediterranean Civilizations four courses are offered which deal with different aspects of Ancient Greek Civilization in particular, three of which are offered in Greece and Turkey: Ancient Mediterranean Civilizations 202, 203 and 204. Advisor: Mr. Cole.

201 ANCIENT GREECE: LIFE, THOUGHT AND THE ARTS S(A)* Mr. Cole
An interdisciplinary introduction to the legacy of ancient Greece from the Homeric Age through the Classical Period. Class discussion of selections from Greek poets, playwrights, historians and philosophers, integrated with slide lectures examining the art and archaeological remains in historical context. (Cross-listed as Comparative World Literature 205.)

202-204 COURSES IN GREECE S Staff
These courses provide on-site study of the cultures of the Aegean world from Minoan through Byzantine periods as understood through ancient sites and museum artifacts examined within their geographic setting.

Students normally will enroll for 2 of the 3 as the second-half of their spring semester, but may arrange to take all three plus an independent study in Greece for a full semester.

Courses 202, 203 and 204 are taught on an interdisciplinary basis and are cross-listed in Art and Sociology/Anthropology. Only course 203 is cross-listed in History. Students may designate how to allocate their course credits among these departments, with a limit of two course-credits within any one department (in History with the department chairperson's consent; in Sociology/Anthropology contingent on prior completion of S & A 110 or equivalent introductory course.)

To be eligible for acceptance in the program, students must have at least sophomore standing, good academic records and references, and have completed Anc. Med. Civ. 201 or at least two courses in the combination of art history and ancient history or classical literature.

202 GREECE IN THE BRONZE AGE S (B: MARCH) Mr. Cole, Staff
The Minoan and Mycenaean cultures studied through archaeological sites and museum materials on Crete and in the Peloponnese. Periods of study based in Herakleion and Nauplion, alternated with periods of group travel-study at Minoan sites on Crete, Santorini and Mycenaean sites in the Argolid and elsewhere.

203 GREECE IN THE CLASSICAL-ROMAN AGES S (B: APRIL) Mr. Cole, Staff
Periods of study in Athens, Delphi, Corinth and Olympia, supplemented by group travel-study at other sites of the Classical to Roman periods in the Peloponnese and central Greece, on the island of Kos and on the Ionian coast of Turkey.

204 GREECE IN THE BYZANTINE-MEDIEVAL AGES S (B: MAY) Mr. Cole, Staff
Periods of study in Turkey (Ephesus, Istanbul), Northern Greece (Salonika, Meteora), central Greece (Osios Loukas, Daphni, Athens) and the Peloponnese (Nauplion, Mistra, Monomvasia.)

*7½ week course

Black Studies

The sequence in Black Studies consists of courses in the Departments of English, History, Music, Politics, Psychology and Sociology and Anthropology. The courses are Freshman Seminar 109 (I, Too, Sing America: Social Psychology of Race and Diversity), English 223 (Literary Types and Traditions: Minority Literature), History 215 (African History and Literature), History 217/Politics 217 (Introduction to Black Sub-Saharan Africa), History 240 (Origins of Africa), History 241 (Modern Africa), History 255 (Topics in Afro-American History), History 345 (Topics in Modern African History), Music 227 (History of Jazz), Politics 214 (Politics of South Africa), Politics 318 (Topics in Comparative Politics: Islam in Africa), and Sociology and Anthropology 220 (Peoples and Cultures of Modern Africa). In order to have the sequence listed on a transcript a student must undertake an inter-disciplinary research project or internship, and successfully complete four of the above courses. Advisors: Mr. Gray, Ms. Brock, Mr. Zilversmit.

French Civilization

This sequence is an interdisciplinary approach to France and the French World, including Quebec and other French-speaking areas. It draws upon faculty in several social science and humanities departments who have extensive experience in the French world. The following faculty serve as advisors for the program in their departments: Professors Moodie (History), Smith (Politics), in addition to the three members of the French Department (Garneau, Johnson, Zreczny).

The program consists of a sequence of five courses.

1. History 218 (Modern France)
2. Two courses taken from the following:
   a. Art 216 (19th Century Art)
   b. Politics 210 (Western European Politics)
   c. An independent study course in French Civilization
3. French 300 (Introduction to Analysis of French Texts)
4. A required colloquium, For. Civ. 300 (France and the French World), to be taken in the student's junior or senior year.

Successful completion of this course sequence will be recorded on the student's transcript.

Metropolitan (Local and Regional) Studies

An interdisciplinary concentration in Metropolitan Studies (formerly called Local and Regional Studies) allows the student to examine from a variety of perspectives the development and impact of urbanization in the great metropolitan regions (comprising large inner cities and suburban communities) in which a majority of the world's population now lives. The core courses in Metropolitan Studies are: Economics 240 (Urban Economics); History 263 (American Cities); Politics 223 (Urban and Suburban Politics); Psychology 430 (Community Psychology); Sociology & Anthropology 330 (Urbanization).

To have the Metropolitan Studies Concentration recorded on her or his transcript, a student must complete three of the core courses listed above, plus two additional courses listed below, and one of the following forms of applied study: (a) the ACM Urban Studies Term in Chicago, or (b) the ACM Urban Education Program, or (c) an internship, or (d) an independent study research project.

Additional courses in the curriculum related to Metropolitan Studies include: Art 219 (History of Architecture); Economics 350 (Public Finance); Physics 108 (Energy: Prospects and Alternatives); Politics 320 (Public Administration); Sociology & Anthropology 114 (Chicago Sociology); Sociology & Anthropology 340 (Demography). Advisor: Ms. Wallace (Chairperson), Mr. Dye, Mr. Fischer.

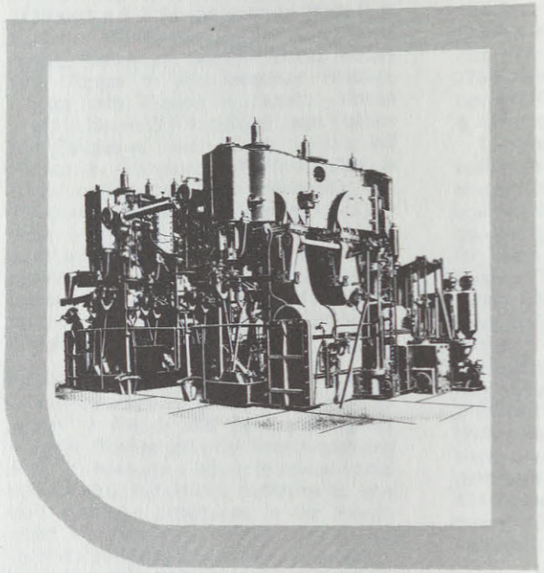
Women's Studies

An interdisciplinary concentration in Women's Studies may be undertaken (in addition to a student's course major), under the guidance of the Committee on Women's Studies. The program includes an interdisciplinary research project or internship, plus three of the following core courses: Philosophy 200 (Gender Politics: Philosophical Investigations); English 225 (Women Writers); History 271 (Women in Modern History: Europe and America); Sociology and Anthropology 280 (Sociology of Gender); Psychology 340 (Psychology of Women).

Additional courses in the curriculum pertaining to Women's Studies include: Sociology and Anthropology 200 (Gender in Cross-Cultural Perspective); Sociology and Anthropology 217 (Sociology of Work); French 400 (Women Writers in 20th Century French Literature offered in selected years); Economics 212 (Radical Economics); Economics 420 (Labor in the American Economy); Psychology 210 (Developmental Psychology); Psychology 211 (Adulthood and Aging); English 215 (Myth and Literature); Politics 318 (Topics in Comparative Politics: Women in the Third World. Offered in selected years.).

Students completing at least five courses with a Women's Studies component, including at least three of the core courses and an appropriate research project or internship have the option, with the approval of the committee, of having this fact recorded on their transcript. Advisors: Ms. Eskilson, Ms. Grisham, and Ms. Wallace.

Cooperative Degree Programs



While the faculty and administration of the college have seen fit to establish the internship programs, by which students' career concerns are integrated into the liberal arts curriculum, a number of reputable professional schools have recognized the importance and value of grounding even highly specialized professional training for specific careers, such as engineering and nursing, in the liberal arts tradition. To that end, the School of Engineering of Washington University (St. Louis), The University of Chicago's School of Social Service Administration, and Rush University (Chicago) have each set up cooperative degree programs with Lake Forest College. Their purpose in this is to ensure that an important percentage of their narrowly specializing students will have had their initial training and course work in a liberal arts setting and will bring to their specialized studies not only a fundamental knowledge of their subject, but also a sense of broader ethical concerns and a flexibility of mind which the small college is able to foster. In the following programs students spend their first two or three years of college at Lake Forest and then go on to their respective pre-professional schools for a further two years to complete training in their chosen fields.

Students accepted into the 3-2 programs are to complete a Leave of Absence form in the Office of the Dean of Students before departing the Lake Forest campus to enter the professional institution.

3-2 PROGRAM IN ENGINEERING

Lake Forest cooperates with Sever Institute of Technology, Washington University, St. Louis, in a program designed for students who wish to become professional engineers but who also wish to receive a rigorous liberal arts education at the same time. With an enhanced background in social sciences and humanities, the prospective engineer is better prepared to assume the responsibilities of leadership in contemporary society.

The program requires each participating student to complete 24 course credits (at least 20 taken at Lake Forest College) before going on to Sever Institute of Technology, in the School of Engineering and Applied Science at Washington University, for a further two years. He or she will receive a Bachelor of Arts degree from Lake Forest (see restrictions below), after earning a Bachelor of Science from Washington University. *The Lake Forest College degree will be a B.A. with no major specified, unless all the requirements for a major have been met at Lake Forest College.*

The exact selection, combination, and sequence of courses to be taken at Lake Forest, both in the natural sciences and in the social sciences and humanities, depends on the type of engineering to be pursued at Washington University. Early consultation with the program advisor, Mr. Bernard, is vital in order to formulate and initiate the most appropriate course schedule. The recommended core of courses includes the following: calculus and differential equations (Math 110, 111, 210, 214), introductory chemistry (Chemistry 110, 111 or Chemistry 120, 125), general physics (Physics 120, 121), computer programming (Computer Studies 111), 5 courses in the humanities and social sciences, including 2 in one field, with at least one of those at the 300 or 400 level. Not more than two courses in performing or studio art may count toward the required five. The remaining courses are drawn from the sciences and humanities at the discretion of the student and advisor. While at Lake Forest College the student must register as a major in mathematics, computer science, or one of the natural sciences. The chairperson of the major department must certify that the student has completed at least three-fourths of the major requirements at Lake Forest College.

Admission to the final two years of the program is at the discretion of Washington University. The minimum requirements are a B average, with no transfer of credit for courses with grades lower than C, and the formal recommendation of Lake Forest College. Students accepted into the 3-2 program are to complete a Leave of Absence form in the Office of the Dean of Students, before leaving the Lake Forest campus to enter the professional institution. For further details regarding requirements, options, and course work at Washington University, students should consult with the Lake Forest program advisor, Mr. Bernard.

2-2 PROGRAM IN NURSING

Lake Forest College and Rush-Presbyterian-St. Luke's Medical Center have established a joint four-year program leading to the Bachelor of Science degree in nursing from Rush University. Students in this program normally spend the first two years at Lake Forest, working on a series of prescribed courses in the natural and behavioral sciences, to prepare for two years of further scientific course-work and clinical training in the nursing program at Rush. The schedule for the first two years, however, also allows the student to take electives in the liberal arts and thereby to acquire a good general education and enjoy the atmosphere of undergraduate college before proceeding to the more specialized training of the nursing school. The precise combination, and the timing and sequence of courses are worked out in consultation with the student's advisor and depend on the student's preparation and the College's class schedule, but the core requirements which each candidate for the nursing program must complete at Lake Forest College are as follows: Biology 151 (General Biology: Cells), Biology 152 (General Biology: Plants and Animals), Biology 220 (Microbiology), Biology 243 (Comparative Anatomy of the Vertebrates), Biology 340 (Vertebrate Physiology), *Chemistry 110 and 111 (General Chemistry I and II), Chemistry 220 (Organic Chemistry I), Mathematics 150 (Introduction to Probability and Statistics), Psychology 110 (Survey of Psy-

*Chemistry 120 may be substituted for 110 and 111.

chology), Psychology 210 (Developmental Psychology: Childhood and Adolescence). One additional course in Psychology or Sociology/Anthropology. The minimum total number of courses required is 15; this total includes the courses above, plus three or four electives. Suggested electives include course work in English and the humanities, mathematics, physics, and other physical sciences.

It is very important that any student entering Lake Forest with the intention of pursuing the Rush Nursing Program begin fulfilling the requirements immediately, if he or she wishes to move on to Rush at the end of two years. Consultation with the program advisor, Ms. Klingbeil, is essential at the time of registration.

Admission to Rush as an affiliated student requires an overall grade point average (GPA) of 2.5 (based on a 4.0 scale). The GPA must be 2.5 for required natural science courses, 2.5 for required behavioral science courses, and 2.0 for electives. Only grades of C or better in required courses are accepted.

During the last two years of the program, at Rush's medical center in Chicago, students take a number of advanced courses in the natural and behavioral sciences, in addition to twelve to fifteen hours a week of clinical experience in the 850-bed hospital, in the areas of medical, psychiatric, community, surgical, pediatric and obstetrical nursing. Upon completion of the four-year program, the graduate receives a Bachelor of Science in Nursing from Rush University and is eligible to take the examination to become a Registered Nurse, or to go on to graduate study in nursing.

2-2 PROGRAM IN MEDICAL TECHNOLOGY

Parallel with the joint program in Nursing is a program in Medical Technology which enables qualified Lake Forest students to be admitted at the end of the sophomore year to Rush University College of Health Sciences. There the students pursue a final two years of course work and laboratory work in order to receive the Bachelor of Science degree in medical technology, thereby preparing for a career in this vital aspect of the medical profession and the expanding health-care field. Lake Forest students in the program take a core curriculum of courses in the natural sciences, along with an appropriate selection from the humanities and social sciences.

The basic course requirements for the first two years at Lake Forest College are: Biology 151 (General Biology: Cells), Biology 220 (Microbiology), *Chemistry 110 and 111 (General Chemistry I and II), Chemistry 125 (Analytical Chemistry), Chemistry 220 (Organic Chemistry I), Mathematics 150 (Introduction to Probability and Statistics), and one additional course in Biology. The minimum total number of courses is 15; this total includes the courses above, plus seven or eight electives. Suggested electives include anatomy, physiology, sociology, English, psychology, genetics, biochemistry, and physics. Students who hope to complete the basic requirements successfully within the two years must begin them in their first term at Lake Forest. Therefore, consultation with the program advisor, Ms. Klingbeil, is essential at the time of registration.

Admission to Rush as an affiliated student requires an overall grade point average (GPA) of 2.5 (based on a 4.0 scale). The GPA must be 2.5 for required natural science courses, and 2.0 for electives. Only grades of C or better in required courses are accepted.

*Chemistry 120 may be substituted for 110 and 111.

3-2 PROGRAM IN SOCIAL SERVICE

The 3-2 program with The University of Chicago's School of Social Service Administration provides qualified Lake Forest students with an opportunity to enter graduate school following the junior year, with the purpose of obtaining a Master of Arts degree in social service administration or counseling. The Bachelor of Arts from Lake Forest College is awarded after completion of The University of Chicago Master's requirements. The program has two directions of study: one for students who wish to concentrate on counseling, the other for those who are primarily interested in social service administration.

Of the 24 course credits required (at least 20 of which must be Lake Forest College course credits), students will normally be asked to complete 8 in Sociology/Anthropology, and 6 in Psychology, if their preference is for social service administration; and 8 in Psychology with 6 in Sociology/Anthropology if they intend to concentrate on counseling. The actual selection and distribution of courses is worked out by the student and the advisor. Some internship experience is normally included in this course work. *If a major in Sociology/Anthropology or Psychology is not completed at Lake Forest College, the LFC degree will be a B.A. with no major specified.*

Admission to the University of Chicago part of the 3-2 program is not automatic; students must demonstrate in their undergraduate work a high degree of competence and aptitude, as measured by performance in classroom courses and internships, and by faculty evaluation.

Students and prospective students interested in exploring social work as a career possibility should get in touch with Ms. Jennifer Wallace, the program advisor. It is important to get an early start on planning an appropriate curriculum, if it is to be completed successfully in three years. Students accepted into the 3-2 program are to complete a Leave of Absence form in the Office of the Dean of Students, before departing the Lake Forest campus to enter the professional institution.

3-2 PROGRAM IN PUBLIC POLICY STUDIES

The 3-2 program with the University of Chicago's Program in Public Policies Studies provides qualified Lake Forest students with an opportunity to enter graduate school following the junior year, provided that they have completed a major at Lake Forest College, with the purpose of obtaining a Master of Arts degree in Public Policy Studies. The Bachelor of Arts from Lake Forest College is awarded after the completion of The University of Chicago Master's requirements. The two-year program at The University of Chicago includes a series of courses devoted to analysis in economics, political science, and statistics, and a series of policy seminars devoted to the scholarly, interdisciplinary investigation of specific public policy issues. The first year of the two year professional degree program is devoted to the study of the analytic skills required in policy analysis. The second year is devoted to the study of those policy issues of most concern to individual students. Examples of policy areas are science and technology, foreign and domestic economic policy, welfare policy, urban and housing issues, government regulation, and health policy.

The program is open to undergraduates majoring in any discipline of the humanities, natural sciences, or social sciences, but students planning graduate work in public policy would benefit from some undergraduate work in calculus, statistics, economics, political science, and sociology/anthropology.

Admission to The University of Chicago part of the 3-2 program is not automatic; students must demonstrate in their undergraduate work a high degree of competence and aptitude, as measured by performance in classroom courses and internships, and by faculty evaluation. Students interested in the public policy program at the University of Chicago should contact the program advisor in their freshman or sophomore year. It is important to get an early start on planning an appropriate curriculum, if it is to be completed successfully in three years. Students accepted into the 3-2 program are to complete a Leave of Absence form in the Office of the Dean of Students, before departing the Lake Forest campus to enter the professional institution. Campus Advisor: Mr. Fischer.

THE GRADUATE PROGRAM IN LIBERAL STUDIES

Arthur Zilversmit (Director): Professor of History
Margaret T. McNamara (Assistant Director)

Rosemary Cowler: Professor of English
Paul Fischer: Associate Professor of Politics
Robert Bruce Glassman: Professor of Psychology
Forest Hansen: Professor of Philosophy
Charles D. Louch: Professor of Biology
Thomas Moodie: Associate Professor of History
Martin L. Thompson: Professor of Chemistry
Jennifer Wallace: Assistant Professor of Sociology and Anthropology

The graduate liberal studies program is designed for people with a bachelor's degree who want to enhance their ability to organize conceptually the social, scientific, and humanistic dimensions of the world of the late twentieth century. It is interdisciplinary in nature and non-professional in intent. Graduate education in the liberal arts is based on the assumption that beyond the technical competence required for certain tasks, people need the breadth and wisdom that have traditionally been fostered by the liberal arts. It is no longer possible (if it ever was) to complete a liberal education in four undergraduate years; a truly liberal education, which includes the ability to integrate knowledge from widely different fields, is indeed the task of lifelong learning.

At the heart of the M/LS program is a series of interdisciplinary seminars, team-taught by faculty members representing different disciplines. The emphasis in these specially designed seminars is on integrating the approaches of the different disciplines rather than on acquiring specialized knowledge in one of them. Students in the program are also required to undertake a master's project, again of an integrative, multidisciplinary nature. The aim of the program is to foster the ability to integrate knowledge from several fields and to deal with major questions in the light of the wisdom afforded by a broad knowledge of the liberal arts.

Graduate programs in liberal studies have appealed to businessmen who are moving into upper management roles and see the need for a broad, liberal arts program to help them deal with some of the larger issues they face as they represent their corporations to the outside world. Teachers and librarians have enrolled in graduate liberal studies programs as an alternative to further graduate work in education or a single academic discipline; they find that the

broad concerns of a non-disciplinary master's program more closely meet their needs. A third group of students choose this program as an alternative to a self-directed program of reading or to participation in a series of unrelated adult education courses. For them the program provides a carefully organized, coherent approach to further learning in association with other adults who share their concerns and interest.

Ten units are required for the M/LS degree: three interdisciplinary seminars, five electives, a colloquium and a master's project. Candidates must earn a grade of "B" or higher in all elective courses to have them count toward the degree. A grade of "C" is considered passing in the interdisciplinary seminars, but a student must have an overall average of "B" or higher in order to obtain a master's degree.

The normal undergraduate course load at Lake Forest College is eight courses per year, but M/LS students are not required to take any minimum number of courses per year to remain in the program; part-time students are encouraged. Since most of the participants in the M/LS program hold full-time jobs or have other responsibilities, the typical pattern has been for graduate students to take one or two courses per semester. There is no penalty for not taking a course each term and there is no arbitrary limit on how long a person may take to finish the program.

Interdisciplinary Seminars

The core of the program is three interdisciplinary seminars centering on the three broad divisions of the curriculum—the humanities, the physical sciences and the social sciences. The seminars meet once a week for a term (fourteen weeks) and carry four hours of graduate credit. Requirements for the seminar include a substantial research paper on a topic related to the subject of the seminar, chosen by the student in consultation with the instructors. Students enrolled in the M/LS program are expected to take one of the interdisciplinary seminars during their first term at the College. If the seminar is closed or in the summer session when no interdisciplinary seminar is offered, a student may, with the permission of the M/LS Committee, begin the program with an elective course but no students will be granted admission to candidacy until they successfully complete an interdisciplinary seminar.

The following interdisciplinary seminars have been offered; additional topics are added to the curriculum regularly.

510 DARWIN AND HIS IMPACT ON HIS WORLD AND OURS

The scientific and social scientific concepts of evolution; the world view that Darwinism replaced; the religious response to Darwin's theories; the ways in which social science and popular thinkers used the prestige of scientific theory to justify contemporary business practices; the impact of Darwinism on literature (realism and naturalism); scientific developments since Darwin and the manner in which the study of genetics has confirmed and modified Darwin's theories; the new "sociobiology", the genetic and cultural-evolutionary determination of human behavior. *(Biology, English and American Studies, History).* (Not offered in 1988-89.)

514 THE ECONOMY AND THE ENVIRONMENT

An examination of the complex relationship between the need to preserve the environment and other social goals such as economic growth and the development of energy resources; the concept of "ecology" as a way of understanding our environment; the historical background of current environmental issues; alternative energy policies and their implications; population growth and the environment. *(Biology, History).* (Not offered in 1988-89.)

516 THE IDEA OF LAW

The concept of law is a crucial one in both the physical and the social sciences. Is the word used the same way in the natural and social sciences? Has the concept of law changed over the years? How does "natural" law differ from "positive" law? In what ways has the philosophical basis of law changed? How does literature enlarge our understanding of law in these several senses? *(English, History and Physics).* (Not offered in 1988-89.)

518 INTELLECTUAL REVOLUTIONS OF THE TURN OF THE CENTURY: PSYCHOLOGY, PHYSICS, THE ARTS

In the unsettled period just before and after

1900 a number of intellectuals developed radically new ways of thinking about the natural world, society, and man's nature and artistic vision. These amounted to a series of profound intellectual revolutions, ones that worked their way down into the general consciousness in the years after World War I. Against the background of the intellectual malaise of the 1890's, we will examine the contributions of some major thinkers who have had decisive influence on our world view, including Freud, Einstein, Joseph Conrad and Thomas Mann, and art critics who helped create the new sensibility of modernism. *(Physics, Philosophy, History).* (Not offered in 1988-89.)

520 THE MIND AND THE BRAIN F

Can our understanding of human thought and creativity be enlarged through study of the brain? What is the relationship between the brain and human mental processes and emotions? Does the analogy of the brain and the computer help us to understand human thought and mental illness? The seminar will explore what philosophers, novelists, psychologists and religious thinkers have said about the basic problems of establishing the links between the brain and the infinite complexities of human thought, emotions and creativity. *Professors Glassman (Psychology), Hansen (Philosophy), and Zilversmit (History and Director, Graduate Program in Liberal Studies).*

522 THE EIGHTEENTH CENTURY: THE EVOLUTION OF A NEW WORLD VIEW

The new scientific climate established by the writings of Sir Isaac Newton in the context of the political and economic upheavals at the end of the Seventeenth Century, culminating in the world view of a rising middle class. This view was challenged by a generation of great writer-satirists who held fast to older values, and then was reinterpreted by a generation of romantic writers. The age culminated in the great revolutions in America and France and the modern world had been born. *(Physics, English, History).* (Not offered in 1988-89.)

526 LIVING IN THE NUCLEAR AGE

Ever since the explosion of an atomic bomb destroyed Hiroshima, we have been aware that we live in a dangerous age. Issues of war and peace now force us to contemplate the possible destruction of the earth as we know it. This seminar will examine not only the issues of war and peace in the light of nuclear technology, but also the ways in which the peaceful use of nuclear energy allows us to solve old problems while, at the same time, it poses new problems. *(Politics, Chemistry, History)* (Not offered in 1988-89.)

528 FOOD: A WORLD PROBLEM IN PERSPECTIVE

Food is basic to human survival and it has been the subject of human study for all of recorded history. Today it is one of the most important issues facing us. We will look at the subject from the standpoint of history and anthropology (What has been the role of food in various cultures?); biology (What are the implications of genetics for our ability to continue feeding ourselves and what has been the impact of new technologies on our attempts to raise more crops?); politics (How have we dealt with food as a public policy issue?); and the arts (How have these questions been examined in art and literature?). *(Biology, International Relations, History)* (Not offered in 1988-89.)

530 WAR AND PEACE: CONFLICT AND HUMAN NATURE

War is as old as human history but it is no older than the profound desire for peace — a duality in human nature that has intrigued writers, philosophers, historians, artists and psychologists. We will focus on the tragedy of the First World War, which was seen by many in its early days as providing new opportunities for heroism and noble sacrifice but which unleashed, instead, the horrors of extended trench warfare. Literature will offer important insights into our complicated and contradictory attitudes toward war, for writers since the days of Homer have portrayed humankind at its mental and emotional peak during war, but also at its despairing worst. We will examine too the psychology of aggression and the question of whether there is a biological basis for man's warlike behavior in the claim of sociologists that human aggression and altruism can be understood through a study of the evolution of the species. *(English, History and Psychology).* (Not offered in 1988-89.)

534 RACE, RACISM, AND SLAVERY S

Racial differences have been an important subject of controversy throughout history. We will look at this explosive topic from an interdisciplinary perspective in an effort to understand racial differences and the ways in which people have reacted to these differences. Among the topics we will deal with are: What is the genetic basis for racial differences? To what extent are racial characteristics biologically determined? What is the relationship of "IQ" to race? How did the experience of slavery shape American attitudes toward race? In what ways was the North American system of slavery different from other slave systems? What has been the legacy of slavery in the United States and in Latin America? What is the psychological basis of racism? How has our political and judicial system dealt with race and racism? What has been the result of our efforts to desegregate housing and education? Has desegregation increased racial tensions? In what ways can literature help us to understand the impact of race and racism? *Professors Charles Louch (Biology), Paul Fischer (Politics) and Arthur Zilversmit (History and Director, Graduate Program in Liberal Studies).*

Electives

Candidates for the M/LS degree are required to take five elective courses. These courses, chosen from the regular Lake Forest curriculum in consultation with a faculty advisor, should represent a number of different disciplines. Electives are selected on the basis of a student's previous academic background and current needs and interest. Only courses at an advanced level will be accepted for graduate credit. Students may, of course, take an introductory level course to prepare themselves for further work in a particular field, but such a course will not count toward the M/LS degree. In some cases, a student may be asked to do some independent reading in order to prepare for an upper level course.

In order for an elective course to earn graduate credit, students are required to do additional work beyond that required of undergraduates. The additional or alternative work is to be defined by the instructor according to guidelines established by the M/LS Committee. It is expected that this work will be a research paper or investigation on an additional topic; in either case emphasis should be on the relationship of the material of the course to other fields. Credit toward the M/LS degree will only be given for elective courses in which a student earns a "B" or higher grade.

Once a student is admitted to candidacy, the M/LS Committee may approve the transfer of up to two graduate courses from an accredited college or university toward meeting the elective requirement. Only those courses in which the student has earned a grade of "B" or higher and which fit into the liberal arts definition of the M/LS program can be considered for acceptance in transfer.

With the approval of the M/LS Committee, students can substitute an additional M/LS seminar or an independent study project for an elective course. Ordinarily, however, a student must take a minimum of three courses from the regular Lake Forest College curriculum in order to meet the requirements of the M/LS degree. That is, the combination of transfer courses, additional M/LS seminars, and independent study projects that are accepted as substitutes for the five elective courses ordinarily cannot total more than two.

Colloquium

In the term before students undertake their master's project they will be asked to enroll in a colloquium with other graduate students preparing to work on their projects. A major purpose of the colloquium is to acquaint students with the kinds of interdisciplinary work that they can regard as models for their own work and to provide guidance in selecting an appropriate topic for the master's project. The first few sessions of the colloquium are devoted to intensive reading and discussions of interdisciplinary studies; thereafter students, with the aid of faculty advisors, will begin developing their own topics. By the end of the colloquium students submit a formal project proposal, including an extended statement of the problem to be examined, an annotated bibliography, and a statement of how the student plans to proceed on the project. Approval of the prospectus by the M/LS Committee is required before the student can register for the master's project.

The Master's Project

The master's project is an independent interdisciplinary report. Its purpose is to demonstrate the student's ability to read widely and intelligently in a number of different disciplines, to integrate this interdisciplinary material and to draw independent conclusions. It is a capstone for the program, demonstrating that graduates have become skilled in independent interdisciplinary thinking, and that they are prepared to continue reading intelligently on their own in a number of fields. In this sense the project will demonstrate that the graduate is ready to continue a program of lifelong learning.

In contrast to a conventional master's thesis, the project must be broad and interdisciplinary. Therefore, the emphasis is not so much on original research in primary sources as on the mastery and integration of disparate materials. Areas which lend themselves to these kinds of projects are interdisciplinary fields such as American Studies, International Affairs, Women's Studies and topics such as art and society, childhood in cross-cultural perspective, science and politics, social deviance, and man and nature. A student may choose to view the aging process in historical and cross-cultural perspective, drawing on readings from psychology, sociology, history and literature. Another student might choose to examine the role of race in American society, using readings from psychology, sociology, history and literature. A third student may choose to examine changing American attitudes toward nature, using art, literature, history and biology.

The student will meet regularly with a member of the faculty who will serve as the project advisor. It is expected that the project will be completed in one year. Students must complete their final project by the end of the semester that begins a year after they first register for the project. If the final project is not completed in the allotted time, the student will be given a grade of "Pr". The student may, however, re-register (and pay tuition) for the final project. In that case, the earlier grade of "Pr" will be removed from the transcript after successful completion of the project. However, the grade of "Pr" will automatically turn into a grade of "F" if the final project is not completed within three years after the student first registers for the project.

When the project is completed, the M/LS Committee will appoint an examining committee broadly representative of the disciplines which bear upon the topic. At least two of the members of the examining committee will be members of the M/LS Committee and at least one will be from the faculty at large.

The members of the examining committee will read the project report and conduct an oral examination of the student. The committee may recommend that the project be accepted or rejected, or that the student do additional work to bring the report to an acceptable level.

Admissions

The Graduate Program in Liberal Studies is primarily designed to serve the needs of mature students who are returning to college after an interval of several years. In order to be admitted to the program, candidates must hold a bachelor's degree from an accredited college or university. Candidates should submit transcript records of all college work with their application for admission. The application form asks applicants to write an essay stating briefly how they believe the graduate program in liberal studies will serve their needs. In addition, all applicants must be interviewed by the Director, Assistant Director, or another member of the M/LS Committee. The Committee is responsible for admitting applicants. The decision to admit an applicant is based only on the Committee's assessment of whether the applicant is likely to perform well in the program and benefit from it. An application fee of $15.00 is required.

Initial acceptance into the program is on a conditional basis. Successful completion of one of the interdisciplinary seminars (achieving a grade of "C" or better) is required for formal admission into the program (admission to candidacy). The decision to admit a student to candidacy is made by the entire M/LS Committee.

Tuition and Fees

Tuition for all courses in the M/LS program, including the master's project and independent studies, is the same as the undergraduate tuition for regular full-time undergraduates. The 1988-89 tuition rate is $1445.00 per course (all of which carry four semester hours credit). No fees are required (except the $15.00 application fee). Summer school tuition for the graduate program is set at the same rate as undergraduate summer school tuition.

A non-refundable deposit of $100.00 is required at the time of registration in order to reserve a place in any class. This deposit is applied toward tuition for that course.

Through the generosity of friends and graduates of the M/LS program, the College has established an endowment fund. The income of this fund is used to provide a half tuition scholarship for one course.

Departments and Departmental Majors

ART

Professor Michael B. Croydon (Acting Chairperson, Spring, 1989): 20th Century Art History. Painting. Drawing. Sculpture. Photography.
†††Professor Alex F. Mitchell (Chairperson): Renaissance through Modern Art History. American Art. Painting. Drawing.
Professor Franz Schulze: 20th Century Art History. Architectural History. American Art and Art Criticism.
Assistant Professor Lynne Pudles: 19th and 20th Century Art History.
‡Lecturer Imfriede Hogan: Painting.
‡Lecturer Arthur Lazar: Creative Photography.
‡Lecturer Colleen McNally: Sculpture, Design.
‡Lecturer Ramona Mitchell: Painting. Drawing. Monoprint.

From prehistoric times until the present day men and women throughout the world have created pictorial images, have carved and modeled, and have endeavored to make their habitations pleasing to the eye as well as comfortable. Such activities have been a mark and a measure of civilization. For this reason it is important within the context of a liberal education to gain, not only some knowledge of what artists have done in the past and are doing now, but, further than that, by the actual making of art to enrich one's understanding of the creative process of the artist. The Department of Art addresses itself to both these concerns.

‡Part-time Teaching, 1988-89
†††Sabbatical Leave of Absence, Spring, 1989

Art History is a humanistic discipline. The course work in Art History concerns itself with those things theoretical, historical, critical, and aesthetic, which should add to any individual's capacity to comprehend and appreciate the visual arts. While the courses are designed to introduce students to the scholarly procedures of the art historian — procedures which form an essential groundwork for any further advanced study in the field — they are also aimed at those students who wish to enlarge their knowledge and understanding of art, but are innocent of professional ambitions in the discipline.

The courses in Studio Art offered in the department have a similar dual purpose. They are designed to provide basic and also more advanced experiences of the actual procedures involved in making works of art of various sorts. The courses should be useful to those who plan to go on to become professional artists and also to those who merely seek to enlarge their experience and human potential.

It must be stressed that all Art courses taught at Lake Forest College are taught within the framework of a liberal arts education. Students majoring in either the Art History or the Art track must ensure that they seek breadth in the courses they elect outside the Art Department. They should also seek out courses which nurture those they take within the department. That would seem to suggest particularly study in areas such as history, aesthetics, literature and psychology. Further to that, it must be emphasized that students who have professional ambitions must realize that they should study foreign languages. And even Leonardo da Vinci was more than superficially interested in science!

Students may major in the department in one of two ways. They may major in Art History by taking courses in that area with one required course in Studio Art, or they may choose to take a combination of courses in Studio Art and Art History with the emphasis on the former area. The two possible tracks are designated Art History and Art respectively.

Art History Track:

Art 110 (Introduction to the Visual Arts) is a prerequisite for all other courses in Art History, and thus is the first course which students choosing the Art History track must take. The more advanced courses in Art History deal with the main periods and styles of Western Art, with American Art, and with a variety of more specialized concerns of the art historian. The history of Western Art from ancient times until the present day is covered in a sequence of courses: Art 210, 211, 212, 213, 214, 215, 216 and 217. In addition to Art 110, majors in Art History must take at least five courses from this sequence. In order to achieve the minimum of eight courses required to major students may choose either further courses from this sequence or any other upper level courses in Art History. The department now offers more Special Studies courses with numbers in the 350's. All students majoring in Art History are required to take one of these 300 level Special Studies courses or alternatively Art 480 Seminar. Further to the minimum of eight required courses in Art History, majors must take Art 130 (Studio Art: Elements of Design). This course is required for students on this track, but does not count toward the major.

Studio Art Track:

Art 130 (Studio Art: Elements of Design) is a prerequisite for most other courses in Studio Art and is thus the recommended first course for students choosing the Art track within the major. As has already been stated, students in this track follow a course of studies which combines Studio Art and Art History. All majors in this track must take the following courses: Art 110, 130, 131, and 217. In addition they must take three more Studio Courses and one further Art History course from the following sequence: Art 210, 211, 212, 213, 214, 215 and 216 . In the senior year each Art major will undertake a senior project in drawing, painting or sculpture which will carry two credits.

A complete study program for students majoring in Art, rather than Art History, will be worked out in consultation with a faculty advisor from the department. Because of the progressive nature of the discipline, this should be done as early as possible in the freshman or sophomore year; and it is important that students take a course in the area in which they are going to undertake their Senior Project before the end of the junior year.

In conclusion it must be stressed and repeated that Art 110 is a prerequisite for all other Art History courses. Art 130 is a prerequisite for other courses in Studio Art except for Art 131 (Drawing), Art 132 (Creative Photography).

110 INTRODUCTION TO THE VISUAL ARTS
FS Mr. Croydon, Mr. Schulze, Ms. Pudles

An analytical and historical survey of the visual arts from antiquity to the present. A prerequisite for all other courses in art history and required of all majors.

130 STUDIO ART: ELEMENTS OF DESIGN
FS Mrs. Mitchell, Ms. Hogan, Ms. McNally

Introduction to basic design problems in various two and three dimensional techniques and media. A prerequisite for most other courses in studio art.

131 STUDIO ART: DRAWING FS
Ms. Hogan, Mr. Croydon

Principles and practice of drawing, with emphasis on drawing from the model.

132 STUDIO ART: CREATIVE PHOTOGRAPHY S Mr. Lazar

An introductory course in the techniques and aesthetics of photography, dealing with the fundamentals of camera and darkroom procedures and the study of the expressive possibilities of the medium.

202 GREECE IN THE BRONZE AGE
S (B*: March)

(Cross-listed as Ancient Mediterranean Civilizations 202. See page 57 for description.)

203 GREECE IN THE CLASSICAL—ROMAN AGES S (B*: April)

(Cross-listed as Ancient Mediterranean Civilizations 203. See page 57 for description.)

204 GREECE IN THE BYZANTINE—MEDIEVAL AGES S (B*: May)

(Cross-listed as Ancient Mediterranean Civilizations 204. See page 57 for description.)

210 ANCIENT ART

Painting, sculpture, and architecture of ancient civilizations of Egypt, Mesopotamia, Greece, and Rome. (Not offered in 1988-89.)

211 MEDIEVAL ART F Ms. Pudles

Art of the Early Christian, Byzantine, and Medieval periods.

212 ITALIAN ART OF THE EARLY RENAISSANCE F Ms. Pudles

Painting and sculpture in Italy from the late 13th through the 15th century.

213 NORTHERN EUROPEAN ART OF THE RENAISSANCE PERIOD S
Ms. Pudles

Painting, sculpture, and the graphic arts of the Netherlands, Germany, and France from the 14th through the 16th century.

214 ITALIAN ART OF THE 16TH CENTURY F Mr. Mitchell

Painting and sculpture of the High Renaissance and Mannerist artists in Rome, Florence, and Venice.

215 17TH AND 18TH CENTURY ART F
Mr. Mitchell

Painting and sculpture in Europe in the 17th and 18th centuries, from Caravaggio to David and Goya.

216 19TH CENTURY ART S Ms. Pudles

Painting and sculpture in Europe during the 19th century, from the Romantic Movement to the Post Impressionists.

217 20TH CENTURY ART F Mr. Schulze

Painting and sculpture in Europe and the United States from Post-Impressionism to the present.

218 AMERICAN ART S Mr. Schulze

The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from art of the colonial period to the present.

219 HISTORY OF ARCHITECTURE F Mr. Schulze

Evolution of architectural style and thought from antiquity to the present.

221 HISTORY OF MEDIA AND MATERIALS

The evolution and use of different media, materials, and techniques by the sculptor, painter, and draftsman in the course of history. (Not offered in 1988-89.)

230 STUDIO ART: PAINTING F
Mrs. Mitchell

Advanced creative projects using various painting media.

231 STUDIO ART: DRAWING FS
Ms. Hogan, Mr. Croydon

Further study from the model.

*Offered only in Greece.
**7½ week course

232 STUDIO ART: GRAPHIC ARTS S (A)* Mrs. Mitchell

Advanced creative projects in various printmaking media. 1988-89: Monoprint.

233 STUDIO ART: SCULPTURE FS
Mr. Croydon

An introduction to fired clay sculpture and the principles and practice of oxidation firing.

305 MUSIC/ART: THE EAR AND THE EYE: COMPARATIVE STUDIES IN MUSIC AND THE VISUAL ARTS

Basic elements and principles in artistic expression; the social and cultural roles of the arts; classic and romantic traditions; art and music in various historical periods. Prerequisites or co-requisites: one course each in Art and Music or permission of instructors. (Identical to Music 305. Not offered in 1988-89.)

330 STUDIO ART: PAINTING F
Mrs. Mitchell

Advanced projects in painting.

332 STUDIO ART: GRAPHIC ARTS S (A)*
Mrs. Mitchell

Advanced projects in Monoprint.

*7½ week course

333 STUDIO ART: SCULPTURE FS
Mr. Croydon

Advanced projects in fired clay sculpture.

356 SPECIAL STUDIES: PHANTOMS OF THE IMAGINATION F Ms. Pudles

The Visionary in Late Eighteenth and Nineteenth Century Art. Prerequisites: Art 216 or permission of the instructor.

357 SPECIAL STUDIES: 20th CENTURY ARCHITECTURE S Mr. Schulze

20th Century architecture from the Prairie School through Post-Modernism. Prerequisites: Art 219 or permission of the instructor.

480 SEMINAR

(Not offered 1988-89.)

492 SENIOR PROJECT IN STUDIO ART

This is required of all students majoring in Studio Art during the senior year. This project is designed and carried out under faculty supervision, and consists of advanced and intensive work in one of the visual arts. A Senior Project carries a maximum of two course credits, and it may be carried out over one or two semesters.

BIOLOGY

Professor Charles Louch: Ecology. Vertebrate Biology. Ethology.
Professor David Walter Towle (Chairperson): Cell Biology.
††Associate Professor Kenneth Weik: Botany. Phycology. Electron Microscopy.
Assistant Professor Barbara C. Hansen: Immunology. Biochemistry.
‡Lecturer Catherine Baird: Microbiology.

The Biology Department offers a curriculum designed to meet the needs of students planning to become professional biologists and also of those who are simply interested in increasing their understanding of the living world. A diversity of courses accommodates students with a variety of interests, including molecular biology, botany, physiology, genetics and ecology. Tutorials and independent studies are easily arranged for students who are interested in studying subject matter that is not covered in the regular curriculum. Although there are no special pre-medical, pre-dental, or pre-veterinary medical programs, the department offers a combination of courses to help students prepare themselves to enter professional schools in these areas. In addition, there are pre-nursing and pre-medical-technician programs which the College operates in cooperation with Rush University (College of Nursing and College of Allied Health Sciences).

The department's laboratories are well equipped for teaching and research, and the courses are designed to help students become familiar with a variety of research equipment. The department also manages a natural area which is available for field work.

‡Part-time Teaching, 1988-89
††Sabbatical Leave of Absence, fall term, 1988

Human Biology (Biology 101), Environmental Biology (Biology 181) and Introduction to Evolution (Biology 188) are courses designed for non-majors and are open to all students. These courses do not apply toward the major. All other courses apply toward the major. Biology 260 (Humanistic Botany), Biology 248 (Diversity and Design), and Biology 261 (The American Forest) are open to freshmen and non-majors with the consent of the instructor. All other courses have General Biology as prerequisite as noted in course descriptions.

The minimum requirements for the major are: two semesters of laboratory chemistry plus eight courses in Biology. Biology 151, 152 and 153 must be included in the eight courses. Students planning to major in Biology should complete the Chemistry and the three general biology courses by the end of the sophomore year.

Psychology 370 (Physiological Psychology) may be applied toward a biology major with the prior approval of the Department.

Qualified students are encouraged to engage in a research project in their junior and/or senior years, to be supervised by a member of the biology faculty. Such projects may take the form of Independent Study Research or a Senior Thesis.

Students planning on attending graduate or professional schools are encouraged to prepare themselves in the cognate areas by taking additional courses in chemistry, mathematics and physics. Courses in computer science, statistics, and a foreign language are also desirable.

The department elects students to Beta Beta Beta and to the Society of the Sigma Xi, national honorary societies that are active on the campus.

101 HUMAN BIOLOGY
In this course we will study various aspects of biology as they apply to humans. Among the topics to be covered will be reproduction, hormones, the nervous system, nutrition, immunology, genetics, and recent advances in genetic engineering. Three lectures per week. (For non-biology majors.) (Not offered in 1988-89.)

151 GENERAL BIOLOGY — CELLS FS
Ms. Hansen
This course will examine cells as the fundamental units of life. The topics to be covered will include: The structure and function of the cell and its parts, energy relationships at the cellular level and the nature and organization of the genetic material. Three lectures and one three-hour laboratory per week.

152 GENERAL BIOLOGY — PLANTS AND ANIMALS S Mr. Louch
A discussion of the organization and function of multicellular oganisms; the ways in which plants and animals carry out the processes necessary for life. Among the topics to be discussed will be: Water relations, nutrient procurement, coordination systems including plant and animal hormones, movement and orientation, and reproductive patterns. Three lectures and one three-hour laboratory per week.

153 GENERAL BIOLOGY — POPULATIONS FS Mr. Louch, Staff
A discussion of the processes of life at the population and community level. Topics to be covered include: Genetics, environmental biology, and the origin and evolution of life. Three lectures and one three-hour laboratory per week.

181 ENVIRONMENTAL BIOLOGY
This course, designed for non-biology majors, will look at the relationships between plants and animals and their environment. Its aim is to help people gain some understanding of, and an appreciation for, the major biological communities of the world and how these communities are being affected by human activities. This will be done by means of assigned readings and class discussions. The laboratory part of the course will consist of field trips to local biological communities including lakes, bogs, prairies, and forests. Three lecture/discussions and one three-hour laboratory session per week. (Not offered in 1988-89.)

188 INTRODUCTION TO EVOLUTION F
Staff
An introduction to evolutionary theory, with emphasis on the works of Darwin, the historical and scientific context surrounding his work, the modern evidence for evolution, and human evolution. Three lectures per week. (For non-biology majors.)

220 MICROBIOLOGY S Ms. Hansen
An introduction to the morphology, physiology, classification, and culture of bacteria and viruses. Three lectures and one lab per week. Prerequisite: Biology 151 and Chemistry 111.

223 GENERAL GENETICS F Staff
The fundamentals of genetic analysis and basic hereditary processes are treated through discussions of the transmission of traits between generations and the regulation of gene expression. Three lectures and one lab per week. Prerequisite: Biology 151 and 153.

243 COMPARATIVE ANATOMY OF THE VERTEBRATES F Staff
A study of the structural, functional and phylogenetic relationships among the groups of animals in subphylum Vertebrata. Three lectures and one three-hour laboratory per week. Prerequisite: Biology 152.

248 DIVERSITY AND DESIGN
What constitutes success among living organisms? The diversity of animal life seen in today's world suggests that there are a large number of ways of achieving success. This course will survey the variety seen in the animal kingdom, and deal with the ways in which various animal groups have solved their common problems; reproduction, locomotion, support, and protection. Current ideas regarding the generation and maintenance of present-day diversity will also be discussed. Prerequisite: One course in General Biology or the consent of the instructor. (Not offered in 1988-89.)

260 HUMANISTIC BOTANY
The important role of green plants as primary producers in the Earth's biosphere cannot be overstated. Whether directly or indirectly, all other forms of life depend on them for energy. In this course fundamental structural and functional characteristics of green plants will be examined including a survey of their value as sources of food, medicinals, construction materials, dyes, resins, beverages, fibers for clothes and utensils, etc. Resources of the Field Museum of Natural History and the Chicago Botanic Garden will be utilized to increase awareness of the diversity and economic values of green plants. Three lectures and one three-hour laboratory per week. Prerequisite: Biology 152 or consent of the instructor. (Not offered in 1988-89.)

261 THE AMERICAN FOREST
Survey of major forest associations of the United States including tree identification, forest ecology, analytical techniques employed in studying forests and the commercial uses of trees. Lab field oriented with frequent field trips to representative forest areas of Northeastern Illinois. Three lectures and one lab per week. Prerequisite: One course in General Biology or consent of the instructor. (Not offered in 1988-89.)

282 MARINE BIOLOGY S Mr. Weik
The biology and ecology of marine plants and animals. The first part of this course will be taught on the Lake Forest College campus and the last two weeks will be spent at a subtropical marine biology station. Prerequisite: One course in General Biology or the consent of the instructor.

301 BIOCHEMISTRY F Staff, Mr. Martin
Offered jointly with the Chemistry Department. Introduction to biochemistry at the cellular level. Emphasizing protein structure, enzyme action, carbohydrate metabolism and a brief survey of biological molecules. Three lectures and one lab per week. Prerequisite: Biology 151, Chemistry 221. (Identical to Chemistry 300.)

326 CELL ULTRASTRUCTURE S Mr. Weik
An introduction to the ultrastructure of typical plant and animal cells and tissues employing the techniques of transmission electron microscopy. Three lectures and one lab per week. Prerequisite: Biology 151.

340 VERTEBRATE PHYSIOLOGY S Staff
A study of the various organ systems of the vertebrates with particular emphasis on their integration to maintain homeostasis. Three lectures and one three-hour laboratory per week. Prerequisites: Biology 151, 152 and 243.

342 IMMUNOLOGY F Ms. Hansen
The acquired resistance of vertebrates to microbial infection and disease is a fundamental property of their immune systems. This course will present the cellular and molecular basis for the human immune response, including discussion of related topics such as cancer, tissue transplantation, allergies, and immune deficiencies. Three lectures and one lab per week. Prerequisite: Biology 151 and Chemistry 221.

344 ANIMAL BEHAVIOR
A study of current ideas about the survival value of animal behavior, how patterns of behavior may have evolved, and how it may develop and mature in individual animals. Three lectures and one three-hour laboratory per week. Prerequisite: Biology 153, or consent of the instructor. (Not offered in 1988-89.)

345 THE INSECT WORLD
From time immemorial insects have been important to humans. They have eaten our crops, transmitted our diseases, provided us with food and clothing, and fascinated us with the complexity of their organization and behavior. This course will be a study of insects with a view to attaining an understanding of, and appreciation for, this most numerous and diversified class of animals. Three lectures and one three-hour laboratory per week. Prerequisite: Biology 152. (Not offered in 1988-89.)

362 PLANT PHYSIOLOGY
Investigations into physiological, biochemical and developmental processes of higher green plants: water relations, nutrition, photosynthesis, metabolism, growth regulation and photomorphogenesis. Three lectures and one three-hour laboratory per week. Prerequisite: Biology 151. (Not offered in 1988-89.)

381 ECOLOGY F Mr. Louch
A study of ecological systems. This is a project-oriented course in which students who have had some previous background in ecology may examine particular aspects of environmental biology by means of laboratory, field, and library research. Three lectures and one lab per week. Prerequisite: Biology 153.

389 EVOLUTION
The mechanisms of evolutionary change in populations of living organisms will be examined by integrating diverse evidence from population biology, as well as aspects of paleontology, development and molecular biology. Current debates on evolutionary issues will also be analyzed in the framework of material discussed in this course. Three lectures and one lab per week. Prerequisite: Biology 151 and 153. (Not offered in 1988-89.)

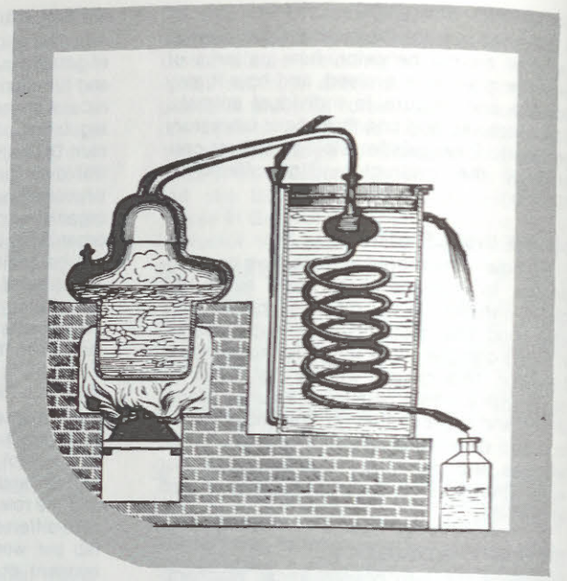
424 MOLECULAR GENETICS
An exploration of the molecular organization of genetic material, discussing the structure and function of DNA. Topics will include the nature of mutation, genetic fine structure, regulation of gene expression and recombinant DNA applications. Much of the material will draw on work with bacteria and their viruses since the molecular genetics of these organisms is better known than that of higher organisms. However, some of the concepts will be applied to our understanding of the genetics of higher plants and animals as well. Three lectures and one lab per week. Prerequisite: Biology 223 or consent of the instructor. (Not offered in 1988-89.)

428 CELL PHYSIOLOGY
Fundamental processes of plant and animal cells, emphasizing detailed physiochemical analyses of photosynthesis and respiration, protein and fat metabolism, ion transport, and the role of the nucleus and cytoplasm in cyto-differentiation. Three lectures and one lab per week. Prerequisite: Biology 301 or consent of the instructor. (Not offered in 1988-89.)

440 ADVANCED PHYSIOLOGY
The physiology of a single organ system or of the response of several organ systems to a single insult to the organism. Three lectures and one laboratory per week. Prerequisite: Biology 340. (Not offered in 1988-89.)

480 SEMINAR
Prerequisite: By invitation. (Not offered in 1988-89.)

INDEPENDENT STUDY
TUTORIALS (directed study programs on a topic of the student's choice) or RESEARCH PROJECTS are available with the consent of the instructor, as are INTERNSHIPS (a supervised work/study project in a non-academic environment), with the consent of the instructor and the cooperative agency.



CHEMISTRY

Professor William B. Martin (Chairperson): Organic Chemistry. Synthesis, Biochemistry. Enzyme Inhibition.
Professor Martin L. Thompson: Inorganic Chemistry. Main Group Synthesis.
Assistant Professor Daniel F. Coughlin: Analytical Chemistry. Electrochemistry.
Assistant Professor Dena K. Leggett: Physical Chemistry and Physical Biochemistry.
Instructor Laura K. Klingbeil: Organic Chemistry. Synthesis.

The Chemistry Department at Lake Forest College offers a curriculum designed to meet several goals. One of these is to provide some depth and breadth in understanding the important principles and theories in all areas of modern chemistry; this should equip a student with the experiences necessary to correlate, integrate, and explore both familiar and unfamiliar areas of science and of chemistry in particular. A second goal is to provide our students with an exposure to scientific thought and method and to some practical applications of chemistry in modern society.

To achieve these goals, courses are provided which deal specifically with inorganic, organic, physical, analytical, and biological chemistry. A few courses are also available especially for the non-scientist. Our curriculum provides an appropriate experience for students with a variety of educational and vocational objectives: students who take courses in our department prepare for careers in chemistry with or without subsequent graduate study; in other sciences, such as biology or physics; in medicine, dentistry, nursing, veterinary medicine, and health sciences in general; in less directly related areas, such as business, sales, law, or public service. Some students choose chemistry to be equipped to reason scientifically or simply to gain a broad base in their education. The Chemistry Department is well prepared to meet its objectives in terms of staffing, equipment, and library holdings. The faculty is diverse in areas of expertise, and our instrumentation is modern and unusually complete. Instrumentation includes nuclear magnetic resonance spectrometers, gas and liquid chromatographs; several infrared, ultraviolet, and visible spectrophotometers; a variety of apparatus, such as high efficiency distillation columns, vacuum lines, and hydrogenation equipment, microcomputers, and instruments for electroanalysis. All of this equipment is accessible to students at suitable levels in

course work and research. Thus, all students are given opportunities by means of courses, independent studies, individual student-faculty contacts, and broad use of instrumentation to develop appropriate proficiency in chemistry.

The department is on the approved list of the American Chemical Society and has an active chapter of the Student Affiliates of the American Chemical Society, which sponsors a variety of activities including a speaker program throughout the year.

A minimum major in chemistry consists of eight course credits. One route must include the following; 110, 111, 125, 220, 221, 320, 321; the eighth chemistry course credit must be at or above the 300 level. A second route must incude 120, 125, 220, 221, 320, 321 with the other two course credits at or above the 300 level.

In addition to these requirements, a chemistry major is required to have Mathematics 110 and 111, and Physics 120 and 121. Students planning to do graduate study in chemistry should take more than the minimum in chemistry and additional courses in molecular biology, physics, and mathematics may be appropriate depending on the area of intended graduate specialization.

During the summer and academic year our chemistry majors frequently engage in junior- and senior-level research projects.

Students wishing to graduate with American Chemical Society Certification must follow a more prescribed course and should consult the departmental chairperson, preferably during the sophomore year.

***102 ENVIRONMENTAL CHEMISTRY F**
Mr. Thompson

Exploration of those aspects of chemistry dealing with interactions between living systems and the rest of the earth, focusing on how chemistry affects natural processes; relevant background from other sciences included. Lectures, discussions and demonstrations; no laboratory.

***104 CHEMISTRY AND LIFE**

Provides sufficient background in chemical principles to allow investigation of topical issues. Chosen topics may include nutrition, food additives, energy problems and alternatives, pollution, and polymers. No laboratory. (Not offered in 1988-89.)

***106 ENERGY AND YOU: AN ECOLOGICAL APPROACH**

Focuses on fundamental concepts related to energy including supplies, generation, interconversion, ecological aspects, and future prospects. Energy is examined primarily from the view of basic scientific principles, but also from historical, political, economic, and sociological perspectives. (Not offered in 1988-89.)

***108 CHEMISTRY OF CARBON COMPOUNDS S** Ms. Klingbeil

Why are there millions of carbon compounds? Why are these compounds so important? In this course we will try to understand and appreciate this submicroscopic world of the molecules of carbon. Then we explore the nature of plastics and polymers, of nutrients and medicinals, of fuels and other petrochemicals. Also we will investigate basic ideas of structure and consider how small, simple molecules can be pieced together into larger, more complex molecules, both in nature and in the laboratory. Lectures, discussions and demonstrations; no laboratory.

110 GENERAL CHEMISTRY I F
Mr. Coughlin

Stoichiometry, atomic and molecular structure, periodic relationships, chemical bonding properties and theories of gases, liquids, solutions, solids, acids and bases. Three class meetings, one laboratory per week.

111 GENERAL CHEMISTRY II S
Mr. Thompson

Introductory thermodynamics and kinetics, fundamental equilibrium consideration of gases and solutions; applications of equilibria to qualitative analysis, coordination compounds, descriptive chemistry of some of the metals and non-metals and their compounds. Prerequisite: Chemistry 110. Three class meetings, one laboratory per week.

*Note: Chemistry 102, 104, 106 and 108 are for the non-science major and are not applicable toward the chemistry major.

120 PRINCIPLES OF CHEMISTRY F
Mr. Thompson

Intended for those students with a strong high school preparation. Course topics include atomic theory, periodic relationships, chemical bonding, solution phenomena, coordination chemistry and descriptive chemistry of many metals and non-metals. Students successfully completing Chemistry 120 are able to move immediately to Chemistry 125. Selection of Chemistry 120 should be made in consultation with the faculty of the Department of Chemistry. Three class meetings and one laboratory per week.

125 ANALYTICAL CHEMISTRY S
Mr. Coughlin

Develops the fundamentals of quantitative chemical analysis. Topics include gravimetric and titrimetric methods as well as electrochemistry, spectrophotometry and chromatographic separations. Attention is paid to application of chemical equilibria to the solution of analytical problems. Prerequisite: Chemistry 111 or 120. Three class meetings, one laboratory per week.

220 ORGANIC CHEMISTRY I F
Mr. Martin, Ms. Klingbeil

Introduction to functional groups; nomenclature; resonance; inductive and steric effects; aromaticity; stereochemistry; nature of organic reactions; fundamental experimental methods, infrared spectroscopy, and gas chromatography. Prerequisite: Chemistry 111 or consent of instructor. Three class meetings, one laboratory per week.

221 ORGANIC CHEMISTRY II S
Mr. Martin, Ms. Klingbeil

Addition, substitution, and elimination reactions; molecular rearrangements; radical reactions; oxidations and reductions; carbohydrates, proteins, and other polymers; organic synthesis; infrared and nuclear magnetic resonance spectroscopy. Prerequisite: Chemistry 220 or consent of instructor. Three class meetings, one laboratory per week.

300 BIOCHEMISTRY F
Mr. Martin, Staff

Offered with the Biology Department. Introduction to biochemistry at the cellular level. Emphasizing protein structure, enzyme action, carbohydrate metabolism, and a brief survey of biological molecules. Prerequisite: Chemistry 221, Biology 151, or permission of instructors. Three class meetings and one laboratory per week. (Identical to Biology 301.)

310 INTERMEDIATE ORGANIC CHEMISTRY
Variable content, with topics selected from the following: proteins and other macro-molecules, enzymic reaction mechanisms; photochemistry; radical reactions; organic reaction mechanisms. Project-type experimental work, including spectroscopic methods. Prerequisite: Chemistry 221. Three class meetings, one laboratory per week. (In alternate years. Not offered in 1988-89.)

320 PHYSICAL CHEMISTRY I F
Ms. Leggett

Derivation of thermodynamic state variables and their application to the prediction of direction and extent of chemical reactions; equilibria; electrode processes; introductory statistical mechanics. Prerequisite: Chemistry 125, 221, and Mathematics 111. Pre- or co-requisite: Physics 120. Three class meetings, one laboratory per week.

321 PHYSICAL CHEMISTRY II S
Ms. Leggett

Chemical kinetics; introductory catalysis; reaction rate theory, elements of quantum mechanics and its application to the nature of chemical bonding; theory and methods in spectroscopy. Prerequisite: Chemistry 320. Pre- or co-requisite: Physics 121. Three class meetings, one laboratory per week.

410 INSTRUMENTAL ANALYSIS F
Mr. Coughlin

Theory and techniques of instrumental analysis in analytical chemistry. Basic electronics; electroanalytical chemistry; optical spectroscopy (UV, Fluorescence, FT-IR, Raman); structural analysis using C-13 N.M.R. and mass spectroscopy; modern chromatographic techniques; kinetic methods of analysis and optimization techniques (simplex and factorial analysis). Prerequisite (or co-requisite, with permission of instructor): Chemistry 320. Three class meetings and one laboratory per week.

415 PHYSICAL BIOCHEMISTRY S
Ms. Leggett

Application of physical chemistry to biological molecules. Topics selected from the following: intra- and intermolecular interactions, physical methods of structure determination with an emphasis on spectroscopy; energy transfer; photobiophysics; enzyme catalysis; transport properties of biomolecules. Prerequisite: Chemistry 321. Four class meetings per week; no laboratory.

420 INORGANIC CHEMISTRY S
Mr. Thompson

Concepts in inorganic chemistry, with emphasis on structure, bonding, and reactivity; molecular orbital theory; electron deficient molecules, coordination compounds, organometallic chemistry; descriptive chemistry used to demonstrate applications of principles and periodic relationships. Laboratory work involves synthesis, analysis, and reactions using specialized techniques. Prerequisite or co-requisite: Chemistry 321. Three class meetings, one laboratory per week.

430 ADVANCED ORGANIC CHEMISTRY S
Mr. Martin

Theoretical treatment of familiar topics of organic chemistry; quantitative correlations of reaction rates and equilibria, focusing on effects of substrate structures and media changes on reactivity. Prerequisite: Chemistry 221 and 321. Three class meetings per week. One laboratory per week. (In alternate years. Offered in 1988-89.)

450 RESEARCH, INDEPENDENT STUDY
Normally arranged with a faculty research advisor near the end of the junior year.

490 SENIOR THESIS

ECONOMICS AND BUSINESS

†Professor William Moskoff (Chairperson): Principles. Microeconomic Theory. History of Economic Thought. Soviet Economics. Comparative Systems.
Professor Robert A. Baade (Acting Chairperson): International Trade and Finance. Macroeconomic Theory. Political Economy. Comparative Systems.
Associate Professor Richard F. Dye: Principles. Macroeconomic Theory. Public Finance. Urban Economics.
Assistant Professor Les R. Dlabay: Accounting. Marketing. Capital Budgeting. Finance.
Assistant Professor Nader Nazmi: Econometrics. Statistics. Business and Economic Forecasting. Economic Development.
Assistant Professor Deistl Ross: Finance. Investment Analysis. Strategic Management.
Assistant Professor Carolyn Tuttle: Macroeconomic Theory. Statistics. Econometrics. Economic History. Labor.
Assistant Professor Cynthia B. Woodbury: Financial Accounting. Managerial Accounting. Intermediate Accounting.
Instructor Dennis Gash: Finance. Industrial Organization. Managerial Economics. Microeconomic Theory.
‡Lecturer Joan B. Boehnen: Internships.

The Department of Economics and Business has two majors, the economics one and the business one.

Economics Major

The study of economics is concerned with two basic questions faced in any human society: (1) how available resources are to be allocated among productive uses to yield the greatest total product, and (2) how the fruits of the productive processes are to be distributed among members of society. Since no universal form of socio-economic organization exists, economics examines and compares the different ways in which human societies have sought answers to these questions.

The study of economics at Lake Forest College can begin during either the freshman or sophomore year. The curriculum of the first year includes an introductory course designed for potential majors and those desirous of a single survey course. In addition, at this level the course offerings include a number of problem or issue-oriented courses.

Qualified junior and senior majors are encouraged to engage in independent study projects, both within economics and across disciplinary lines. Also, internships in the Summer and Spring terms are available, involving off-campus experiences related to economics.

Economics majors from Lake Forest College have been admitted to some of the top graduate and professional schools in economics, business administration and law. Majors contemplating graduate or professional training are urged to consult with their economics department advisors concerning selection of courses.

The major in economics includes at a minimum, Economics 110, 210, and 220, plus any five other economics courses, three of which must be above 300. **Economics 110 (with a grade of "C" or better) is a prerequisite for all economics courses. Mathematics 105 (with a grade of "C" or better) or competency is a prerequisite for admission to Economics 210 and 220. Mathematics 110 is required of all majors and must be completed by the end of the sophomore year. Students with strong high school preparation in mathematics (3½ years) are encouraged to skip Mathematics 105 and enroll in Mathematics 110.** In order to graduate with a degree in Economics, a student must have at least a "C" in Economics 110, 210 and Mathematics 110, as well as a "C" average in all courses that count for the major.

Internships do not count for distribution requirements, but do count for the major.

Economics Courses

110 PRINCIPLES OF ECONOMICS FS
Staff

An introduction to both microeconomics — the theory of consumer and producer behavior — and macroeconomics — the determination of aggregate levels of production, employment, inflation and growth. Application of economic principles to analysis of current problems of the American economy.

210 MICROECONOMIC THEORY FS
Mr. Gash

Application of both theoretical and empirical analysis to consumer demand, to the firm both as producer of goods and as buyer of inputs, in both monopoly and competitive markets. Industry case studies are included. Prerequisite: Math 105 (with a grade of "C" or better), or competency.

211 COMPARATIVE ECONOMIC SYSTEMS

Examination and analysis of the role of nonmarket direction of resouces in several countries: The Soviet Union, Eastern Europe, Scandinavia, France, Great Britain, Japan, and China. Prerequisite: Economics 110. (Not offered in 1988-89.)

212 RADICAL ECONOMICS

Critique of orthodox economics and the economic dimension of American society. Topics covered may include racism, imperialism, health, defense spending, zero economic growth, income distribution, pollution, and the economics of women. (Not offered in 1988-89.)

216 INDUSTRIALIZATION IN THE TWENTIETH CENTURY

The process of industrialization in the twentieth century is examined using the Industrial Revolution of Great Britain as a historical benchmark. The implications of economic, social and political institutions on the development of Less Developed Countries will be studied using several countries as case studies. Prerequisite: Economics 110. (Not offered in 1988-89.)

220 MACROECONOMIC THEORY FS
Mr. Dye, Ms. Tuttle

Intermediate theory of macroeconomics. The determinants of aggregate production, prices, interest rates, and employment in macroeconomic models which combine the business, household, government and financial sectors. Prerequisite: Mathematics 105 (with a grade of "C" or better) or competency.

‡Part-time Teaching, 1988-89.
†Sabbatical Leave of Absence, 1988-89.

230 ECONOMIC STATISTICS FS
Mr. Nazmi, Ms. Tuttle

Distribution analysis, probability theory, sampling theory, statistical inference, regression and correlation analysis, with emphasis on application of statistical techniques to economic problems and policies. (This course is comparable to Mathematics 150.)

240 URBAN ECONOMICS S (A)* Mr. Dye

Application of economic analysis to current problems in urban and suburban America, such as poverty, housing, transportation, growth and finance.

250 HISTORY OF ECONOMIC THOUGHT

An introductory survey of the historical evolution of economic concepts, with emphasis on the development of economic theory. The various schools of thought will be integrated into the broader social and political context of each historical period. (Not offered in 1988-89.)

265 SOVIET ECONOMY

A description and analysis of methods of organizing and directing the Soviet economy, with particular emphasis on the role of central planning in industry and agriculture. Particular consideration is given to problems related to economic growth. (Not offered in 1988-89.)

310 INDUSTRIAL ORGANIZATION S
Mr. Gash

Examines the role of antitrust and regulation of industries and markets. Uses the traditional structure-conduct-performance approach as well as the recent transaction and cost and game theoretic approaches. Prerequisite: Economics 210.

313 MONEY AND BANKING S Ms. Tuttle

Analysis of bank and non-bank financial institutions. Topics include the impact of the 1980 and 1982 deregulation and monetary control acts, the changing role of the Federal Reserve and the ability to conduct effective monetary policy, and bank asset and liability management. Prerequisites: Economics 110 and 220.

330 ECONOMETRICS S Mr. Nazmi

Use of statistical methods, especially multiple regression, to test hypotheses based on economic theory. Some use of computer programs. Prerequisite: Economics 230.

335 MANAGERIAL ECONOMICS F
Mr. Gash

Applies microeconomic theories of decision-making to the theory of the firm. Topics covered may include the use of incentive schemes, decentralization, internal markets, and information systems to allocate recourses within the firms. The use of problem solving algorithms (e.g. linear programming) for some decisions may also be discussed. Prerequisite: Economics 210. (Identical to Business 335.)

345 CORPORATION FINANCE

Identification of the institutional setting in which the firm operates, and exploration of how the investment, financing and dividend decisions affect the objectives of the firm. Prerequisites: Business 230 and Economics 230. (Not offered in 1988-89.)

350 PUBLIC FINANCE F Mr. Dye

Theory and policy analysis of the effects of government spending and taxation on allocation and on the distribution of income. Current tax policy issues are given special attention. Prerequisite: Economics 210.

375 ECONOMIC DEVELOPMENT IN THE THIRD WORLD S Mr. Nazmi

An inquiry into the nature and causes of the economic underdevelopment of Third World countries, with special attention to Latin America and Southeast Asia.

420 LABOR IN THE AMERICAN ECONOMY F Ms. Tuttle

Economics of the labor market. Theories are developed on the supply and demand for labor as they determine the labor force participation of men, women, teenagers and minorities. Issue of discrimination, education, job training, unions, government legislation and women's work are discussed in light of contemporary events. Prerequisites: Economics 110, 210 and Mathematics 110 or 160.

*7½ week course

425 BUSINESS AND ECONOMIC FORECASTING F Mr. Nazmi

The course employs regression techniques, time series analysis and business and economic indicators for forecasting economic and business variables. Prerequisite: Economics 230. (Identical to Business 425.)

430 INTERNATIONAL ECONOMICS F
Mr. Baade

Principles, institutions, and policies of international trade and finance. Prerequisite: Economics 210 and 220. Junior or Senior standing.

440 MONETARY AND FISCAL POLICY S
Mr. Baade

Analysis and comparison of Keynesian, Neo-Keynesian, Neo-classical, and monetarist approaches to macroeconomic stabilization policy. Prerequisite: Economics 220. Junior or Senior standing.

485 SENIOR SEMINAR

By invitation only. (Not offered in 1988-89.)

490 INTERNSHIPS IN ECONOMICS S (A*, B*) Ms. Boehnen

A work-study program which will provide an opportunity to supplement the academic with work experience in business, social, and government agencies, available Spring and Summer terms. Some internships have specific course prerequisites to be completed before the internship begins. Two course credits. (Identical to Business 490.)

499 INDEPENDENT STUDY

Tutorials, research projects, senior theses are available forms of independent study, with the consent of the instructor.

Business Major

The business major is designed to provide the student with an overview of the various areas of the business world: accounting, management, marketing and finance. The primary intention is to teach students how to think about questions in the business world rather than to provide narrow vocational training.

Declaration of the major is ordinarily made during the second semester of the sophomore year. For the major in business, students must have a grade of "C" or better in each of the following: Economics 110, Mathematics 105, Mathematics 110 or 160, and Economics 230 or Mathematics 150. Students with strong high school preparation in mathematics (3½ years) are encouraged to skip Mathematics 105 and enroll in Mathematics 110 or 160. Mathematics 105 must be completed by the end of the freshman year. The other quantitative requirements must be completed by the end of the sophomore year. In order to graduate with a degree in business a student must have at least a "C" average in all courses which count toward the major.

While students are entitled to have a double major, if they major in business, the second major may not be economics.

*(A) first 7½ weeks.
*(B) second 7½ weeks.

The major consists of the following requirements:

100 level, 1 course	Principles of Economics
200 level, 5 courses	Financial Accounting Introduction to Finance Microeconomic Theory or Macroeconomic Theory Philosophy 203 — Business and Professional Ethics (The philosophy requirement can also be satisfied by Philosophy 325—Major Ethical Theories) One course from: (a) History 260—American Economic and Business History (b) Politics 270—Business and Society (c) Psychology 235—The Mediation of Conflict (d) Sociology 217—Sociology of Work (e) Sociology 271—Technology and Human Values
300 level, 3 courses at least one of which must be Investment Analysis, Marketing Theory, or Managerial Accounting	Investment Analysis Marketing Theory Managerial Accounting Psychology 325—Sellers and Consumers Psychology 345—Organizational and Industrial Psychology Money and Banking Industrial Organization Econometrics
400 level, 2 courses, at least one of which must be Intermediate Accounting, Capital Budgeting, Strategic Management, Marketing Research, or Business and Economic Forecasting	Capital Budgeting Strategic Management Marketing Research Business and Economic Forecasting Intermediate Accounting International Economics Labor in the American Economy Senior Seminar

For students contemplating a business major it is advised that the following courses be taken during their first two years:

Freshman Year:
- Economics 110
- Mathematics 110 or 160 (preceded if necessary by Mathematics 105)

Sophomore Year:
- Economics 210 or 220
- Economics 230 or Mathematics 150
- Business 230
- Business 237

Mathematics Requirements: Two courses — (1) Mathematics 105 or equivalent (3½ years of high school mathematics) must be completed by the end of the freshman year. (2) Mathematics 110 (Calculus) or Mathematics 160 (Finite Mathematics With Applications) must be completed by the end of the sophomore year.

Students transferring at the end of their sophomore year who are deficient in any course requirements may be admitted to the business major subject to taking the required courses as soon as possible during their junior year and attaining a grade of "C" or better.

Business Courses

230 FINANCIAL ACCOUNTING FS
Ms. Woodbury

Methods, practices, and concepts underlying the communication of relevant financial information to external parties. Development of the accounting model, measurement processes, data terminology and classification, internal control; interpretation and uses of financial statements. Prerequisites: Economics 110 and Mathematics 105 (with grades of "C" or better).

237 INTRODUCTION TO FINANCE FS
Mr. Dlabay, Mr. Gash, Mr. Ross

Provides an overview of financial markets and corporate procedures and the ways that they influence the allocation of scarce resources over time and under uncertainty. An introduction to investment theory and corporation finance is provided and specific financial securities and corporate practices are discussed. Prerequisites: Economics 110 and Mathematics 105 (with grades of "C" or better).

331 MANAGERIAL ACCOUNTING F
Ms. Woodbury

Use of accounting information for evaluation of planning and control decisions. Topics include budgeting, cost-volume analysis, product costing, standards for planning, control, and performance measurement. Prerequisite: Business 230.

335 MANAGERIAL ECONOMICS F
Mr. Gash

Applies microeconomic theories of decision-making to the theory of the firm. Topics covered may include the use of incentive schemes, decentralization, internal markets, and information systems to allocate resources within the firm. The use of problem solving algorithms (e.g. linear programming) for some decisions may also be discussed. Prerequisite: Economics 210 and Junior standing. (Identical to Economics 335.)

336 MARKETING THEORY S (B)*
Mr. Dlabay

A study of the conceptual framework of marketing and its relationship to the economy and society. Topics include economic foundations of marketing, introductory marketing research concepts, consumer behavior models, financial analysis for marketing decision making, and international marketing for a global economy. Emphasis will be on the discussion and critical analysis of readings. Prerequisite: Junior standing.

380 INVESTMENT ANALYSIS S
Mr. Ross

Studies the process of selecting among alternative financial assets from the viewpoint of the individual and institution. Emphasizes such topics as the evaluation of risk and return, security markets and industry developments, regulatory practices and portfolio theory. Prerequisites: Economics 230 or Mathematics 150 and Business 237.

425 BUSINESS AND ECONOMIC FORECASTING F
Mr. Nazmi

This course employs regression techniques, time series analysis and business and economic indicators for forecasting economic and business variables. Prerequisite: Economics 230. (Identical to Economics 425.)

430 INTERMEDIATE ACCOUNTING S
Ms. Woodbury

Accounting concepts, principles and theory with an emphasis on the special problems that arise in applying these concepts for external reporting. Prerequisite: Business 331, Junior standing.

*7½ week course

440 STRATEGIC MANAGEMENT F
Mr. Ross

An examination of the development of business policy. A study of the interrelationship of the external and internal environment in setting policy and the process of implementation. Prerequisite: Junior standing.

450 CAPITAL BUDGETING F Mr. Dlabay

Involves the study of advanced financial management and the evaluation of business investment opportunities. Topics include the discounting of cash flows, risk analysis, capital asset pricing, and financial leverage decisions. Prerequisites: Economics 230 or Mathematics 150, Business 237 and any 300 level Economics or Business course.

455 MARKETING RESEARCH F
Mr. Dlabay

Involves the advanced study of research theory and applications for marketing decision making. Emphasis will be on development of research designs, survey instrument creation, use of sampling procedures, and data analysis techniques. Prerequisites: Economics 230 or Mathematics 150 and any 300 level Economics or Business course.

485 SENIOR SEMINAR
(Not offered in 1988-89.)

490 INTERNSHIPS S (A*B*) Ms. Boehnen
(Identical to Economics 490.)

*(A) first 7½ weeks
*(B) second 7½ weeks

EDUCATION

Professor Forest Hansen: Philosophy of Education.
§Professor Arthur Zilversmit: History of Education.
Associate Professor Phylis Frankel: Psychology Applied to Education.
Associate Professor Mark J. Tierno (Chairperson): Curriculum Theory and Adolescent Development.
Assistant Professor Sandra M. Fox: Elementary Education. Reading Theory and Instruction.
Assistant Professor Jennifer J. Wallace: Social Foundations of Education.
‡Lecturer Florence Singer: Art Education.

The belief of the Education Department is that the best preparation for any teaching career — elementary or high school — is a broad and liberal education. Accordingly, all candidates for teaching certificates are required to take courses throughout the divisions of the college and to complete another academic major in addition to an Education major.

Lake Forest College is entitled by the state to prepare students for **certification in elementary schools** (grades K-9) **and high schools** (grades 6-12).

Students who are particularly interested in urban education may participate in the Urban Education Program of the Associated Colleges of the Midwest (ACM). ACM coordinates many offerings for students in nearby Chicago, including a new program leading to **bilingual certification** at either the elementary or secondary level.

Teacher candidates interested in elementary or secondary education are required to elect an academic major as well as meet the general education requirements outlined by the State Certification Board.

Lake Forest College also offers a six course program to prepare teachers for employment as professional educators in **independent boarding schools.** This sequence of courses may be started during either the sophomore or junior years and will culminate with a two month live-in internship at a boarding school located in either the East or the Midwest.

‡Part-time Teaching, 1988-89.
§Director of the M/LS Program and Community Education

Those students who wish to complete a teacher education program at any teaching level must complete the requirements for admission to a certification program.

All students will complete a minimum of 125 clock hours of classroom experience with children prior to their student teaching. While many of these hours are accumulated during regular education classes, a variety of internships are also available.

Students who wish to study American education, but do not intend to teach may elect to take education courses without applying for entry into a program.

The department elects students to Kappa Phi Kappa, national honor society in education.

Admission Procedures for the Illinois State Teacher Certification Program at Lake Forest College.

Sequence of Eight Steps leading to Teacher Certification — Elementary (K-9) or High School (6-12).

1. *Education* 210. The candidates must receive a grade of "B" or better in the course. Students who do not meet this requirement should request a meeting with the Chairperson of the Education Department to discuss further plans. The Chairperson may then recommend that the candidate arrange a special interview with the members of the Education Advisory Council.*
2. *Personal Interview.* Students who receive a grade of B or better in Education 210 may then request an interview with an Education Department entrance interview committee which must be composed of two or more members of the Education Advisory Council including the Department Chairperson. Prior to the interview itself, the candidate's basic skills in reading, writing and mathematics are assessed based upon previous course work and, if necessary, through the use of testing instruments designed for skills assessment. If any deficiencies in the candidate's basic skills are identified, then the candidate must prepare a plan of remediation at the time of the interview. During the interview, the entrance committee considers the student's goals as a teacher and determines whether or not the student appears to have promise as a prospective teacher. After considering the student's abilities (including basic skills development) and goals, the committee will act to admit the student or will recommend a manner in which the student might qualify for entry at a subsequent date.
3. *Admission to the Program.* Students who meet these criteria are then officially admitted to the program leading to teacher certification: admission is noted on the students' transcripts.
4. *Coursework.* (See the Chairperson of the Department for documents that describe coursework requirements of LFC and the State of Illinois for the type of certificate sought.)
5. *Application for Student Teaching.* Once the student has completed all of the required coursework (or shows proof of registration), he or she must then supply to the Education Advisory Committee the following information:
   a. his/her LFC transcript showing a 2.75 GPA
   b. proof that the student has completed (or has registered to complete) an academic major of at least 32 semester hours
   c. proof that he or she has completed a minimum of 125 hours of clinical experiences that involved direct contact with children and teachers — usually accomplished in Ed. 303 or Ed. 313
   d. By unanimous consent, the Education Advisory Committee may waive the GPA requirement.
6. *Acceptance Into Student Teaching.* Students who meet the criteria will be notified that they have been accepted into the student teaching program.
7. *Student Teaching.* See course descriptions for Ed. 418 and 420. Students must receive credit for the course in order to be eligible for certification.

*Members of the Education Advisory Council, 1988-89: Mr. Tierno, Mr. Garneau, Ms. Frankel, Ms. Fox, Mr. Hansen, Mr. Weik, Ms. Singer, Mr. Goluboff, and 3 student members, John Ettore, Sharon Meister, Lynne Roberti and Sarah Snyder (alternate).

8. *Application for a certificate.* In the term preceding graduation (or during the term in which student teaching was completed) the student will complete the necessary form at the Registrar's Office.

State of Illinois — Standard Elementary Certificate (K-9)
(Recognized and Approved 12/30/68; 6/20/80; 9/23/83)

A. General Education	
1. Language Arts (English, Composition, Speech and/or Drama)	3 courses
2. Science	2 courses
3. Social Science (including one course in American History or American Government)	2 courses
4. Humanities (including 1 course Music, ½ course Art and 1 course Literature)	2½ courses
5. Mathematics	2 courses
6. Electives in any of the above fields and/or psychology (except Educational Psychology)	3 courses
7. Academic Major (any available at LFC)	8 courses (minimum)
B. Professional Education: Elementary	
1. Observing the Schooling Process	1 course (Ed. 210)
2. Philosophy of Education, or Social Foundations of Education, or Education in American Society and Thought	1 course (Ed. 220, Ed. 222 or Ed. 270)
3. Psychology Applied to Education	1 course (Ed. 318)
4. Art Education (Applied to Humanities and general education)	½ course (Ed. 312)
5. Seminar and Fieldwork in Elementary Reading Methods	1 course (Ed. 303)
6. Health Education	1 course (Ed. 314)
7. Methods and Materials of Teaching in the Elementary Grades	1 course (Ed. 417)
8. Student Teaching in the Elementary Schools	3 courses (Ed. 418)

State of Illinois — Standard Secondary Certificate (6-12)
(Recognized and approved 12/30/68; 6/20/80; 9/23/83)

A. General Education	
1. Language Arts (English, Composition, Speech and/or Drama)	2 courses
2. Science and/or Mathematics	2 courses
3. Social Science (including American History and/or American Government)	2 courses
4. Humanities (Art, Music, Foreign Language, Philosophy, Religion, Literature)	2 courses
5. Electives in any of the above fields including psychology (except Educational Psychology)	3 courses
***6. Academic major (English, French, German, Spanish, History, Mathematics, Natural Science/Biology, Natural Science/Chemistry, Natural Science/Physics, Social Studies/American Studies, Social Studies/History, Social Studies/Politics)	8 courses minimum
B. Professional Education: Middle School/Jr. High/High School (R) = required (E)= elective	
Section I:	
(R) Observing the Schooling Process (prerequisite to courses in Section II)	1 course (Ed. 210)

***LFC is entitled by the State of Illinois to prepare students for high school (6-12) teaching certificate in these subjects *only*. Descriptions of specific course requirements for each subject are available from the Chairperson of the Department of Education.

Section II: Courses are open to those who have completed Ed. 210

(R) Philosophy of Education, or,	1 course (Ed. 220)
(R) Social Foundations of Education or,	1 course (Ed. 222)
(R) Education in American Society and Thought	1 course (Ed. 270)
(R) Seminar and Fieldwork for Reading in the Content Areas	1 course (Ed. 313)
(E) Guidance Skills for Classroom Teachers	1 course (Ed. 330)
(E) Advanced Field Work and Research Internship (may be taken more than once)	1 course (Ed. 311)
(E) Special Topics in Teaching Grades 5-8	1 course (Ed. 317)

Section III: The following courses are open only to juniors and seniors who have completed the Section II courses. Exceptions are made for transfer students and others who seek flexibility in their scheduling.

(R) Psychology Applied to Education	1 course (Ed. 318)
(R) Health Education	1 course (Ed. 314)
(E) Special Studies in Education	1 course (Ed. 415)
(R) Curriculum Design and Instructional Methods for Middle School/Jr. High/High School Teachers (Must be taken before 420.)	1 course (Ed. 419)
(R) Student Teaching: Middle School/Jr. High/High School (3 course credits)	3 courses (Ed. 420)
(R) Writing Skills for Teachers (Secondary English and Foreign Language only)	1 course (Ed. 227)

The Independent Boarding School Teacher Education Program

The Boarding School Teacher Education program at Lake Forest is a combination of courses which have been selected to help prepare people who wish to embark upon a career as teachers in the independent boarding school environment. The following courses are required for this program:

1. Observing the Schooling Process	1 course (Ed. 210)
2. Philosophy of Education	2 courses (Ed. 220)
or Social Foundations of Education	or (Ed. 222)
or Education in American Society and Thought	or (Ed. 270)
or Psychology Applied to Education	or (Ed. 318)
3. Curriculum Design and Instructional Methods for Middle School/Junior High and High School Teachers	1 course (Ed. 419)
4. Advanced Field Work	2 courses (Ed. 411)

210 OBSERVING THE SCHOOLING PROCESS FS Mr. Tierno

An introduction to the teaching-learning process from pre-school through high school. Participants observe, analyze, and discuss a variety of educational environments, including classrooms with exceptional students and classrooms in multicultural settings. Major focus upon developing competencies in educational library research and writing skills. (Cross-listed as Writing on Special Topics 210.)

220 PHILOSOPHY OF EDUCATION S Mr. Hansen

Survey of contemporary theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (Also listed as Philosophy 220.)

222 SOCIAL FOUNDATIONS OF EDUCATION

A study of social issues and trends that influence American educational practices. An introduction to the school as a social institution and to the relationship between historical-sociological changes and changes in educational practice. Schools are examined as institutions which influence the social as well as academic development of American youth. (Identical to Sociology/Anthropology 222. Not offered in 1988-89.)

227 WRITING SKILLS FOR TEACHERS

Students will examine the process of writing by composing short papers and by evaluating the writing of others, including papers written by high-school students. Class members will observe writing instruction in area schools and will both observe and tutor in the College's Writing Center. Lectures, reading, and discussion coupled with practical experience will allow students to explore such topics as grammar, patterns of organization, the research paper, making good assignments, and grading papers effectively. (Cross-listed as English 227. Not offered in 1988-89. In 1988-89 a tutorial in Linguistics may be substituted for Education 227. See departmental chairperson for details.)

270 EDUCATION IN AMERICAN SOCIETY AND THOUGHT

Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century. (Also listed as History 270. Not offered in 1988-89.)

303 SEMINAR AND FIELDWORK IN ELEMENTARY READING METHODS F Ms. Fox

Places emphasis on theories of language acquisition and on characteristics of language development as they relate to teaching reading and the language arts. Alternative approaches to reading and language arts instruction including teaching students with exceptional needs. This course includes a major fieldwork component, involving both observation and teaching in an elementary school, as well as weekly seminars.

311, 411 ADVANCED FIELD WORK FS Mr. Tierno, Ms. Fox

Students who have completed 210 and wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is often required. This course is graded only on a Credit/D/Fail basis.

*****312 ART EDUCATION F½** Ms. Singer

The media and methods of teaching elementary school art. Required only for elementary certification and applicable under State General Education Requirements, Art. One half course.

313 SEMINAR AND FIELDWORK FOR READING IN THE CONTENT AREAS F Mr. Tierno

Multiple approaches to the teaching of reading, characteristics of basic language learning, and the application of learning theories and models to the teaching of language and reading in the content areas, including teaching exceptional students. This course includes a major fieldwork component involving both observation and teaching in a secondary school as well as weekly seminar meetings.

314 HEALTH EDUCATION S Ms. Fox

Emphasis upon the relationship between education and physical, emotional, and moral growth and development from childhood through adolescence. Topics stressed include approaches to establishing a positive and healthy classroom environment; issues related to teaching exceptional students, including the learning disabled; and to teaching in multicultural settings; and methods of teaching about sex, drugs, alcohol, and other health-related issues. Required for both elementary and secondary certification candidates. Intended primarily for juniors and seniors who plan to complete certification. Open to others with permission of the instructor.

***This course required for certification does not carry graduation credit, but will be given recorded credit on the student's academic record and may be taken in addition to the regular course load. No tuition fee for this course is charged to full-time students paying the comprehensive tuition for the semester.

317 TOPICS IN TEACHING GRADES 5-8 (MIDDLE SCHOOL/JUNIOR HIGH SCHOOL)

Emphasizes the importance of developing special skills, competencies, and understandings for teaching middle school/junior high students. The history, philosophy, and current practices of the middle school are explored through active research. (Not offered in 1988-89.)

318 PSYCHOLOGY APPLIED TO EDUCATION S(A)* Ms. Frankel

Principles of psychology as applied to the teaching-learning situation. Emphases include the socio-emotional contexts of education and the identification and characteristics of students with special needs, including those with learning disabilities. (Identical to Psychology 318.) Open to underclassmen, but preference given to juniors and seniors. Prerequisite: Psychology 210 or permission of instructor.

325 SEMINAR IN TEACHING AND LEARNING THROUGH THE ARTS

Through reading, discussion and hands-on experience, students will learn about the artistic process as a fundamental mode of inquiry and problem-solving. Students will then examine ways in which the artistic process — as a complement to the scientific, mathematical and historical processes — can be integrated more systematically into the mainstream of elementary and secondary education. Seminar will include lecture/demonstration by artist-teachers in drama, music and studio art. Prerequisite: Education 312 or permission of the instructor. (Not offered in 1988-89.)

330 GUIDANCE SKILLS FOR CLASSROOM TEACHERS

A learning experience in the development of practical skills, such as values clarification, and group and individual counseling techniques. The focus is on fostering human relations in the classroom. (Not offered in 1988-89.)

415 SPECIAL STUDIES IN EDUCATION
S Mr. Tierno

Advanced research in the process of schooling and teaching. May be an independent project or an advanced internship. Juniors and Seniors.

417 TEACHING ELEMENTARY GRADES: METHODS AND MATERIALS
F Ms. Fox

Taken prior to student teaching. Stresses practical skills of classroom teaching, including teaching elementary students with special needs.

418 STUDENT TEACHING/ELEMENTARY SEMINAR S Ms. Fox, Mr. Tierno

Full day supervised teaching for 14 weeks in cooperating school. Triple course credit. Permission of Education Department required. This course is graded only on a Credit/D/Fail basis.

419 CURRICULUM DESIGN AND INSTRUCTIONAL METHODS FOR MIDDLE SCHOOL/JUNIOR HIGH AND HIGH SCHOOL TEACHERS
F Mr. Tierno

Stresses the practical use of educational theory in the classroom by focusing on lesson and course planning, evaluation, management, and the teaching of students with special needs. Also explores the American high school and middle school today. Prerequisites: Education 210, 220, 222 or 270, 313, 314, or permission of instructor.

420 STUDENT TEACHING/SECONDARY SEMINAR S Ms. Fox, Mr. Tierno

Full day supervised teaching 14 weeks in cooperating school. Triple course credit. Permission of Education Department required. This course is graded only on a Credit/D/Fail basis.

*7½ week course

ENGLISH

Professor Kenneth C. Bennett (Chairperson): English literature, the Nineteenth Century. Modern drama and dramatic theory.
†††Professor Rosemary E. Cowler: English literature, late Renaissance and Eighteenth-Century. Literary theory.
Associate Professor Robert M. Greenfield: Comparative literature. Modern literature. Folklore. Social theory.
††Associate Professor Diane M. Ross: English literature, Medieval and Renaissance. History of the English Language. Women Writers.
#Associate Professor Nance Van Winckel: Creative writing (poetry and prose). Expository writing.
Assistant Professor Philip Gerard: Creative writing (fiction). Expository writing.
Assistant Professor Benjamin Goluboff: American Literature.
Instructor Judith Eilene Brown Harmon: Nineteenth Century American Literature. Afro-American Literature. Expository Writing.
§Lecturer Gertrude Grisham: Composition.

The department is essentially a department of literature, though this in itself entails a concern for writing and there is provision for a writing concentration within the major.

Considering literature broadly as "that which distills, preserves and then enlarges the experience of a people," we in the English-speaking world are the inheritors of a great literary tradition, perhaps the richest in western history. This is the subject matter of English study. For the reader as well as the writer there is the study of techniques of effective communication and the cultivation of imaginative perception and, for the writer, expression.

†††Sabbatical Leave of Absence, Spring, 1989
§Director of the Writing Center and Part-time Teaching. 1988-89.
††Sabbatical Leave of Absence, Fall, 1988.
#⅔ Leave of Absence, 1988-89.

A college major in English, then, in addition to comprising studies which are liberal and humane and thus appropriately "educative" ends in themselves, provides useful general preparation for employment by developing sensitivity to language and strong communication skills. For beyond the career opportunities in fields traditionally associated with the study of English — teaching, professional writing, editing and publishing — there is an expanding market in business and elsewhere for those who can read and write well in an age when most cannot.

Within the department a student may major either in the traditional literature program or in writing, focusing there either on creative or expository writing. The requirements for both majors include, initially, the introductory course, 105 (prerequisite for all advanced courses but not counted toward the major), and a three-term sequence in English literature: 200, 201, and 202 — to be taken in chronological order. In addition, the literature major must take one period course (300, 301, 302, 303, 304, 305, 306, or 400); the senior integrating course (450); one course chosen from among the following: 203, 204, 206, 207, 220, or any other of the period courses; and at least two other English courses as electives. For the writing major, further requirements include one course in American Literature (203, 204, or 205); the appropriate writing courses (for imaginative writers 240, 241, or 242, 340, and 440; for expository writers 243, an internship or some other practical experience, and 440), with the final course (440) including a culminating project; and at least one more English course as an elective. (English 341, "Advanced Writing Workshop," may be taken only beyond the eight required courses for writing majors.)

Once the student has declared a major he or she will, in consultation with an advisor, work out an appropriate program from among various period and genre courses, colloquia, independent studies, writing courses, film courses, and electives in related fields. Literature majors who plan, upon consultation with their advisor, to do graduate work should orient their programs toward the period courses and should have a reading knowledge of at least one modern foreign language, preferably French or German.

The department offers a range of courses attractive to the non-major as well as to the major. Writing courses include English 100 (Composition) and English 240, 241, 242, and 243 for those with the proper background. While the general level of courses is indicated by the numberings, many 200 level courses are open to freshmen, especially in the spring, with some also open to qualified freshmen in the fall. With the exception of the introductory courses 100 and 105, all English courses are open to upperclassmen. **Writing courses require the submission of a writing sample to the instructor.**

Those special studies courses, the topics of which vary from year to year (223, 224, 326, 350, and 400) may be taken more than once, but majors may count them only once toward the minimum major of eight courses.

100 ENGLISH COMPOSITION FS Staff

Designed for freshmen and other students (upon consultation with the Director of the Writing Center) who need practice in writing effective expository and argumentative prose. Includes study of research skills. Emphasis on methods of developing papers and achieving unity and coherence, as well as on grammar, usage, and other fundamentals of English. (Does not apply toward the major. Not open to upperclassmen.)

101 WRITING CENTER TUTORIAL FS
Ms. Grisham

To improve expository writing skills, students will meet individually with the Director of the Writing Center each week for two semesters, one course credit to be granted upon completion of the second consecutive term. Assignments will vary with individual needs, with students writing diagnostic tests at the beginning and end of the course and maintaining a file of written work. (Does not apply toward the major.)

105 INTRODUCTION TO LITERATURE FS
Staff

An introduction to literature through the study of such genres as poetry, the short story or short novel, and drama. Required for beginning English majors. (Not open to upperclassmen.)

200 ENGLISH LITERATURE I: THE MIDDLE AGES AND THE RENAISSANCE FS
Ms. Cowler, Ms. Ross

The first of the three-term sequence in the English tradition, in which such major figures as Chaucer, Shakespeare, and Spenser are seen against the background of the literature of the two periods. (Cross-listed as Comparative World Literature 200.)

201 ENGLISH LITERATURE II: THE SEVENTEENTH AND EIGHTEENTH CENTURIES FS
Ms. Cowler, Mr. Bennett

The continuing study of the English tradition through the 17th and early 18th centuries with such important late Renaissance poets as Donne and Milton and such neo-classical writers as Pope and Swift. Prerequisite: English 200.

202 ENGLISH LITERATURE III: THE ROMANTIC, VICTORIAN, AND EARLY MODERN PERIODS FS
Mr. Bennett

The last of the sequence, bringing the study of English literature through the later 18th century and the 19th century to the early moderns. Prerequisite: English 200 and 201.

203 AMERICAN LITERATURE I: EARLY AMERICAN LITERARY CULTURE S
Ms. Harmon

The origins and growth of the American literary imagination from its beginnings in Puritan documents through major works of the early Romantics.

204 AMERICAN LITERATURE II: STUDIES IN 19TH CENTURY AMERICAN LITERATURE F Mr. Goluboff

Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, Twain.

205 AMERICAN LITERATURE III: STUDIES IN 20TH CENTURY AMERICAN LITERATURE FS Mr. Goluboff, Ms. Harmon

Works of representative writers: James, Crane, O'Neill, Adams, Mencken, Frost, Fitzgerald, Hemingway, Faulkner, Dos Passos.

206 WORLD LITERATURE I: MASTERPIECES OF LITERATURE, ANCIENT AND MEDIEVAL

The origins of western literary tradition traced through such classic figures as Homer, Virgil, Dante, and Chaucer, and through selected examples from Greek drama and medieval drama and romance. (Cross-listed as Comparative World Literature 206. Not offered in 1988-89.)

207 WORLD LITERATURE II: EUROPEAN CLASSICS OF THE RENAISSANCE AND ENLIGHTENMENT

Study of such major figures as Montaigne, Cervantes, Shakespeare, Milton, Racine, Molière, and Voltaire. (Not offered in 1988-89.)

208 WORLD LITERATURE III: EUROPEAN CLASSICS OF THE LATE 18TH AND 19TH CENTURIES

Readings in such major 19th century and early "modern" authors as Goethe, Balzac, Flaubert, Zola, Dostoevsky, Tolstoy, Ibsen and Mann. (Cross-listed as Comparative World Literature 208. Not offered in 1988-89.)

215 MYTH AND LITERATURE

An examination of the ways in which literature derives from, alters, and creates myth. Readings drawn from the Bible, classical mythology, Arthurian legend, medieval and modern literature. (Cross-listed as Comparative World Literature 215. Not offered in 1988-89.)

220 SHAKESPEARE F Mr. Bennett

Selected plays to show Shakespeare's variety; intensive analysis of either "King Lear" or "Hamlet."

221 CONTEMPORARY LITERATURE

Literature of both East and West, drawn mainly from writings of the last thirty years, including works by Mishima, Kawabata, Lagerkvist, Dürrenmatt, and Grass. (Cross-listed as Comparative World Literature 221. Not offered in 1988-89.)

222 INTRODUCTION TO FOLKLORE S
Mr. Greenfield

An introduction to various kinds of folklore — fables, riddles, tall stories, fairy tales, trickster tales, legends, folk songs, superstitions and magic formulas — and an exploration of present-day literary and popular use of folklore. (Cross-listed as Comparative World Literature 222.)

223 LITERARY TYPES AND TRADITIONS: MINORITY LITERATURE F
Ms. Harmon

An examination of literary works by Blacks, Native Americans, Hispanic Americans, Asian Americans, and other minority writers such as gays and blue-collar workers. (Cross-listed as Comparative World Literature 223.)

224 INTRODUCTION TO AMERICAN STUDIES: THE JEWISH EXPERIENCE IN AMERICA S Mr. Goluboff and Mr. C. Miller

The experience of Jews in America from colonial times to the present with emphasis upon the contribution of Jews to American culture since the great waves of immigration from Eastern Europe in the late nineteenth century. Assimilation, anti-Semitism, rise of the Jewish-American novel, role of Jews in law and politics, responses to the Holocaust, and to Israel. (Cross-listed as American Studies 217.)

225 WOMEN WRITERS
Women writers of the 19th and/or 20th century. The 19th century might include writers such as the Brontës, Gaskell, Eliot, Dickinson; the 20th century, writers such as Woolf, Cather, Plath, Rich. (Not offered in 1988-89.)

227 WRITING SKILLS FOR TEACHERS
Students will examine the process of writing by composing short papers and by evaluating the writing of others, including papers written by high-school students. Class members will observe writing instruction in area schools and will both observe and tutor in the College's Writing Center. Lectures, reading, and discussion coupled with practical experience will allow students to explore such topics as grammar, patterns of organization, the research paper, making good assignments, and grading papers effectively. (Cross-listed as Education 227. Not offered in 1988-89.)

228 INTRODUCTION TO FILM STUDIES: NOVELS ON THE SILVER SCREEN F Mr. Gerard

A study of the translation of certain classic literature into film. Can a great novel become a great film? What are the technical advantages and limitations of each genre, and how do they influence the decision of artists working across the media? Method: reading the novels and watching the films. (Cross-listed as Comparative World Literature 228.)

240 CREATIVE WRITING — FICTION F
Mr. Gerard

A beginning course in the craft of the short story. Group discussions and individual conferences. Prerequisite: Approval of a creative writing sample.

241 CREATIVE WRITING — POETRY S
Ms. Van Winckel

A beginning course in the craft of poetry. Group discussions and individual conferences. Prerequisite: Approval of a creative writing sample.

242 CREATIVE WRITING — PLAYWRITING AND SCREENPLAY WRITING
A beginning course in the craft of dramatic writing. Problems of writing for screen and stage will be studied. Group discussions and individual conferences. Prerequisite: Approval of a creative writing sample. (Cross-listed as Theatre 242. Not offered in 1988-89.)

243 NONFICTION WRITING S
Mr. Gerard

Students will write and critique personal essays, analytical essays, reviews, articles, reports, and other pieces of creative nonfiction. Emphasis on style, accuracy, control of material.

300 MEDIEVAL STUDIES: THE CHAUCERIAN AND ARTHURIAN TRADITIONS S Ms. Ross

This course will consider two overlapping traditions of medieval narrative: The courtly romance culminating in Malory's *Le Morte D'Arthur,* and the realistic or bourgeois narrative characteristic of Chaucer. Readings will also explore the continental roots of the English masterpieces, including selections (in translation) from Boccaccio, Chretien de Troyes, and *The Romance of the Rose.* Prerequisite: English 200. (Cross-listed as Comparative World Literature 300.)

301 THE RENAISSANCE: AGE OF EXPERIMENT
A study of Renaissance literary art in prose, poetry, and drama, culminating in the great Elizabethans. (Not offered in 1988-89.)

302 JOHN DONNE AND HIS CONTEMPORARIES
Literature of the earlier 17th century with close study of works of Donne, Herbert, Jonson, Burton, Browne, and others in the "Baroque" tradition. (Not offered in 1988-89.)

303 THE AGE OF SATIRE: THE POPE-SWIFT CIRCLE
The principal neo-classical writers, including the Restoration dramatists and Dryden; the Augustans; and Johnson, Fielding, and Sheridan. (Not offered in 1988-89.)

304 THE ROMANTIC PERIOD
Key works, both poetry and prose, of Blake, Wordsworth, Coleridge, Lamb, Byron, Shelley, and Keats. Exploration of themes and ideas of a revolutionary era. (Not offered in 1988-89.)

305 VICTORIAN LITERATURE
Masterpieces of fiction, non-fiction, and poetry by Dickens, Tennyson, Browning, Carlyle, Arnold, Hardy, Wilde, and others. Set in the background of the age itself. (Not offered in 1988-89.)

306 THE ENGLISH NOVEL F
Mr. Greenfield

Development of the novel; representative works by major figures from Defoe through Conrad.

320 MODERN DRAMA
Innovative trends in theater of the 20th century: Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Brecht, Dürrenmatt, Anouilh, Genet, Ionesco, Beckett, Pinter, and others. (Cross-listed as Comparative World Literature 320. Not offered in 1988-89.)

321 MODERN FICTION S Mr. Greenfield

An exploration of modern fiction as it has developed in the late 19th and 20th centuries — including such writers as Dostoevsky, Joyce, Lawrence, Kafka, and Hemingway. (Cross-listed as Comparative World Literature 321.)

322 MODERN POETRY
Major figures in English and American poetry of this century. (Not offered in 1988-89.)

326 INTERDISCIPLINARY STUDIES: THE ADOLESCENT IN MODERN FICTION
A comparative and interdisciplinary exploration of selected topics. (Cross-listed as Comparative World Literature 326. Not offered in 1988-89.)

328 SPECIAL TOPICS IN FILM
A study of the evolving Hollywood studio system with particular emphasis on the contemporary scene. Films illustrative of themes and changes in historical direction will be shown and discussed. No previous film course background required. (Not offered in 1988-89.)

340 WRITING WORKSHOP F
Ms. Van Winckel

An intermediary creative writing course for skilled and experienced students who want increased proficiency. Prerequisite: English 240 or 241 or 242.

341 ADVANCED WRITING WORKSHOP F
Ms. Van Winckel

A second intermediary creative writing course for students with considerable skill and experience who want further practice and proficiency. Prerequisite: English 340.

350 JUNIOR COLLOQUIUM
Designed to permit study of a literary movement, a problem in aesthetics and literary criticism, or a selected theme. (Not offered in 1988-89.)

400 MAJOR BRITISH AND AMERICAN AUTHORS
Writers of eminence such as Chaucer and Milton. (Not offered in 1988-89.)

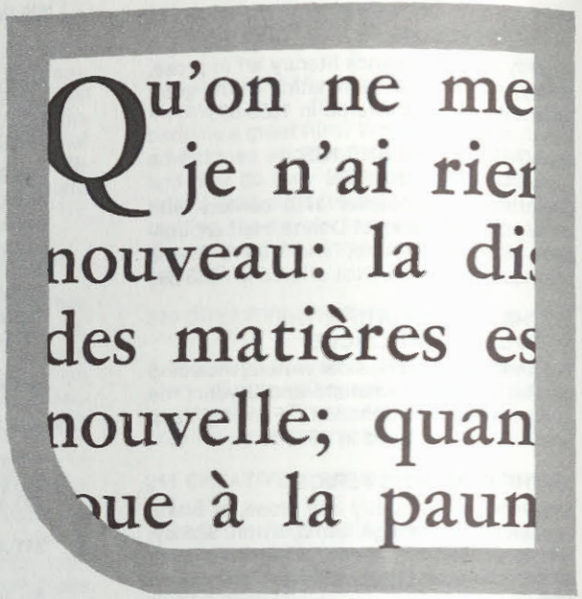
440 ADVANCED WRITING SEMINAR/TUTORIAL S(A)* Mr. Gerard

An advanced course in which students complete their Senior Writing Projects by revising and polishing their previous creative and expository writing. Group discussion and individual conferences. Prerequisite: English 243 or 340.

450 THEORY OF LITERATURE F
Ms. Cowler

Important critical modes and approaches to literature; an integrating experience for the senior major.

*7½ week course.



FOREIGN LANGUAGES AND LITERATURES

Professor Jean-Luc Garneau: Linguistics. Littérature Québécoise. French literature of the 20th century. Translation.

Associate Professor Pack Carnes: Japanese Language, Literature, and Culture. Folklore. Literature in Translation. German Language, Literature and Culture.

Associate Professor David George (Chairperson): Spanish Language. Latin American Literature. Portuguese Language. Theatre.

Associate Professor Clayton Gray, Jr.: German language. Medieval, Nineteenth and Twentieth century German literature. Dutch language and literature. Comparative literature.

§Associate Professor George L. Speros: Spanish language. Peninsular Spanish literature and history. Contemporary Spanish politics.

Assistant Professor C. Richard Fisher: Goethezeit. Modern German literature. Literary genres. Epic literature. Comparative studies.

Assistant Professor Kathleen Johnson: French language. Twentieth century French literature. Critical theory of the novel.

Instructor Julia Kurtz: Spanish Language. Medieval Literature. Spanish for International Affairs.

#Lecturer Carol E. Thickstun: Twentieth century Latin American Narrative. Film. Literary Theory.

‡Lecturer Nicole Zreczny: French Language. French for International Affairs. French civilization. Medieval and Twentieth century French literature.

The Department of Foreign Languages and Literatures offers course work in French, German, Japanese, and Spanish. Its purpose is to equip students to read rapidly and accurately and to converse and write with an acceptable degree of fluency. It is also expected that the student will gain an insight into the cultural history and civilization represented by the language chosen and relate this to other studies in the liberal arts curriculum. Advanced level courses are designed to present a broad and fairly intensive study of each of the major literary periods and to perfect further the student's fluency in oral and written expression. Additional courses are offered in French, German, Japanese and Spanish literature in translation and are cross listed under "Comparative World Literature." Courses in linguistics and civilization are available in English. Advanced students may participate in the internships offered in the three major languages.

Entering students desiring to continue with language studied in secondary school will be given a placement examination to determine the level at which they should continue the language in college. Each year of secondary school study is assumed to be the equivalent of one semester at the college level. A student presenting, for example, two years of secondary school language credit may be expected to resume language study with the first semester course at the intermediate level.

The Audio-Visual Center located in the Donnelley Library houses the foreign language cassette tapes, and video tapes, including not only textbook materials but also dramas, opera, poetry readings, lectures, and filmstrips in beginning, intermediate and advanced language, literature and civilization in the various languages offered.

There is on campus an active chapter of Phi Sigma Iota, the Foreign Languages Honor Society, which sponsors extra-curricular activities and prepares "Collages", a magazine of student writing in the Foreign Languages.

A major may be obtained in French, German or Spanish. The specific requirements for each language are listed below.

The requirements for the teacher certification are the same as those for the major.*

A student must receive a "C" or better in 212 or 220, or have the permission of the instructor in order to take courses numbered 300 or above.

A French Civilization Sequence is also offered. For a complete description of it refer to the section of the Bulletin on Interdisciplinary Majors and Sequences, Page 58.

The success of the domestic internship program led to the establishment of the LFC International Internship/Study Abroad Programs in Madrid and Paris. Please see page 18 for details.

Minimum Requirements

FRENCH
Students majoring in French are required to take a minimum of eight courses in French, one on the 200 level, and seven on the 300/400 level. Majors have the option of replacing two courses with a selection from the linguistics program, Foreign Civilization 300 or 400 or French literature in translation.

GERMAN
Students who major in German are required to take a minimum of eight courses in German, one on the 200 level, and seven on the 300/400 level. Majors have the option of replacing two courses with a selection from the linguistics program, Foreign Civilization 201, or German literature in translation.

SPANISH
Students majoring in Spanish are required to take a minimum of eight courses in Spanish, one on the 200 level, and seven on the 300/400 level. Majors have the option of replacing two courses with a selection from the linguistics program, Foreign Civilization 219 or 410 or Hispanic literature in translation.

Foreign Civilization

201 THE GERMAN-SPEAKING WORLD
The culture, life and letters of FRG and GDR, Austria, and Switzerland, in the context of the geography and history of central Europe. Taught in English, with reading selections, films, and other visual materials. No prerequisite in German, but students who know some German will be able to work with bilingual materials. (Not offered in 1988-89.)

§Associate Dean of the Faculty.
#Part-time Teaching and Director, Madrid Internship Program, 1988-89.
‡Part-time Teaching, 1988-89.

*For professional and general education requirements, please refer to section on Department of Education.

219 CONTEMPORARY SPANISH POLITICS
In-depth study of the final years of the Franco regime, the "restoration" of the Bourbon monarchy and the problems/solutions facing King Juan Carlos I, and the new government. Taught in English. (Not offered in 1988-89.)

300 FRANCE AND THE FRENCH WORLD
This colloquium will be team taught in English and will cover a variety of topics. Its purpose is to familiarize students with the civilization, culture, history, politics and society in France and in the French-speaking world. Prerequisite: junior standing. (Not offered in 1988-89.)

400 SEMINAR ON FRENCH SOCIETY AND CULTURE
This course will combine classroom study with visits to cultural, political, educational and economic institutions. It will be organized along thematic lines to deal with such topics as the following: The French Political Tradition, Education in Modern France, the French economy in the EEC, Religion in France, the Parisian Metropolis. (Offered only in Paris.)

410 SEMINAR ON SPANISH CULTURE
This seminar covers the development of the culture of Spain from its origins to the present day, focusing on its civilization, history, and arts and letters. Selected readings, visits to Madrid's various cultural institutions, and excursions to environs. Taught in Spanish. (Offered only in Madrid.)

French

110, 112 BEGINNING FRENCH I, II FS
Ms. Zreczny, Mr. Garneau, Ms. Johnson
110 is designed to develop the student's ability to listen to, speak, read and write basic controlled patterns of the French language. 112 is a continuation of 110 and culminates in readings, class discussions and free composition to provide facility with the spoken and written language and insight into its structure.

210 INTERMEDIATE FRENCH FS
Mr. Garneau
A course designed to afford the student a systematic review of all the basic elements of French grammar, implemented with readings, exercises and drills, with a view to preparing the student for more sophisticated courses in language and literature. Classroom work supplemented by laboratory exercises. The equivalent of one year of college French is a prerequisite.

212 ADVANCED INTERMEDIATE FRENCH FS Ms. Johnson
Practice in reading contemporary fiction and expository prose, to develop reading ease and accurate comprehension beyond the elementary and intermediate levels. Classroom discussion and guided compositions, review of grammar topics, vocabulary building and lab exercises. Prerequisite: French 210.

220 CONVERSATION AND COMPOSITION F Ms. Zreczny
Oral work for the student already possessing a working knowledge of French grammar. This course is designed to improve the linguistic competence of the student on several levels: practical necessities, social situations, exchange of ideas. Sketches, exposes, dialogues and discussions will constitute the bulk of classroom activities.

300 INTRODUCTION TO ANALYSIS OF FRENCH TEXTS F
Ms. Johnson
The purpose of this course is to prepare the student for serious reading and analysis of literary texts in French. The course will be an introduction to the concepts of literary criticism and *explication de texte* and will familiarize the student with the vocabulary of literary analysis. The texts will be chosen from among the three major literary genres: poetry, novel, drama. All lectures, discussion, and assignments are in French. Prerequisite to all literature courses.

301 MEDIEVAL TO ROMANTIC F
Mr. Garneau
A topical survey of major French writers and literary movements from the medieval to the romantic period. Readings may be chosen to focus attention on a particular theme or problem linking different periods and styles. Among the authors studied: Villon, Rabelais, Montaigne, Pascal, Descartes, Voltaire, Diderot, Rousseau.

302 MODERN PERIOD
A study of the literary movements and figures which have characterized the 19th and 20th centuries, an age of individualism, industrialism and the Great Wars, with a special emphasis on particular themes or problems. (Not offered in 1988-89.)

305 INTRODUCTION TO FRENCH CULTURE S Ms. Zreczny
Study of the language through an introduction to the wealth and diversity of the cultures of the French speaking world. The course aims at familiarizing the student with the culture, life, and letters of selected French speaking cultures all the while enriching his/her understanding of the language. Materials will be drawn from fictional literature, essay, history, politics, the geography, the visual arts and music. Prerequisite: French 212 or 220. This course may not be taken by students who have taken other literature or culture courses above 305.

310 TOPICS IN LINGUISTICS
This course will cover such topics as: phonetics, morphology, syntax, lexicology and semantics. It will be an introduction to these systems in their application to the French language. Offered as required. Prerequisite: French 212 or 220. (Not offered in 1988-89.)

311 GRAMMAR, SYNTAX AND STYLE
Study of sentence structure prepares the student for graded writing exercises and free composition. Complete review of grammar. Translation of excerpts from accomplished English authors encourages students to develop appropriateness in their choice of words, and sense of style. Prerequisite: French 212 or 220. (Not offered in 1988-89.)

312 ORAL PROFICIENCY S(B)*
Mr. Garneau
Oral and written work for students who have already reached an intermediate level of competency in oral and written expression. This course will deal with familiar and formal French. Vocabulary and idioms will be taught in a conversational context. Students will familiarize themselves with the expressive gestures used by the French and the colloquial expressions which accompany them. Prerequisite: French 212.

*7½ week course

315 TECHNICAL TRANSLATION
An introduction to the theories of translation. Students will familiarize themselves with the vocabulary of technical texts dealing with business, law, politics, art, literary criticism, mathematics and philosophy. Prerequisite: French 311. (Not offered in 1988-89.)

320 FRENCH FOR INTERNATIONAL AFFAIRS S Ms. Zreczny
An introduction to the specialized vocabulary and styles which are peculiar to the conversational and written French of international affairs. Vocabulary building, conversation practice and acquisition of expressions and idioms necessary to handle oneself gracefully in everyday trans-cultural contacts. Particularly recommended to students who are thinking of careers in economics, business, politics, and international relations. Prerequisite: French 311.

340 ADVANCED FRENCH FOR INTERNATIONAL AFFAIRS
An intensive conversation, composition and vocabulary building course. Offered in Paris for the students participating in our International Internship Program. After the first four weeks, the course will concentrate on problems of communication students encounter on the job. Prerequisite: French 320. (Offered only in Paris.)

350 FRENCH THEATRE S Ms. Johnson
A close reading and discussion of several plays designed to give the student a clear sense of the development and the richness of French theatre. Emphasis is placed on literary history, aesthetics, and special questions in dramatic theory. May be repeated for credit.

360 FRENCH NOVEL
Reading and discussion with a view to increasing appreciation of several related novels or novelists. The works are selected for their value as turning points in the understanding of the art of prose fiction and as examples of a particular stage in the development of that art. May be repeated for credit. Prerequisite: French 300. (Not offered in 1988-89.)

370 FRENCH POETRY
An analysis of the work of one or several poets representative of a crucial moment in the history of French poetry. The essentials of French versification are stressed as well as the distinctive character of the various forms within the genre. May be repeated for credit. (Not offered in 1988-89.)

400 SPECIAL STUDIES S Mr. Garneau
One author, one theme, one movement in literature or a group of works studied in depth, be it in French, Franco-Canadian or African literature of French expression. May be repeated for credit. Topic for 1988-89: 20th Century Québécois Literature.

410 CREATIVE COMPOSITION AND STYLISTICS
Analysis of style in selected French writers. Stylistic analysis of translations. Intensive work in creative original composition of prose, poetry, and drama. (Not offered in 1988-89.)

415 DIALECTS AND DIALECTOLOGY — PROVENCAL, QUEBECOIS, CREOLE...
An introduction to the study of dialects and dialectology. Starting with the knowledge which students have acquired of standard French, they will learn how to read dialectal texts and study the phonological, lexical and syntactic variations. Prerequisite: Linguistics 101. (Not offered in 1988-89.)

430 FRENCH AUTHORS
The work of selected French writers, studied in depth. (Not offered in 1988-89.)

480 SEMINAR
An intensive investigation of a significant literary or linguistic problem. Topics to be announced. (Offered as required.)

490 INTERNSHIP
On-the-spot training in spoken and written French. Students are assigned to such organizations as the French Government Tourist Office, The Alliance Française, the Services Culturels Français or the International Visitors Center, all located in Chicago.

494 SENIOR THESIS
Given for students who wish to graduate with honors. The thesis allows the students to do in-depth research and to develop an original thesis on a topic in French literature, literatures of the French speaking world, civilization or linguistics. (Offered as required.)

German

110, 112 BEGINNING GERMAN FS Mr. Gray
Intensive training in understanding, speaking, reading and writing of German, combined with an introduction to the culture and current lifestyles of the German-speaking countries. The two-semester sequence provides a basic active command of the patterns and essential vocabulary for conversation and writing, while developing the student's ability to read fairly sophisticated text passages with accurate comprehension and ease. Tutorial assistance is available.

210 INTERMEDIATE GERMAN F Mr. Fisher
Practice in reading contemporary fiction and expository prose, to develop reading ease and accurate comprehension beyond the elementary level. Classroom discussions and guided compositions, review of grammar topics, lab exercises. Prerequisite: German 112 or permission of instructor.

212 ADVANCED INTERMEDIATE GERMAN S Mr. Fisher
Additional practice in reading contemporary fiction and expository prose. More classroom discussions, review of grammar topics as needed.

220 CONVERSATION AND COMPOSITION F Mr. Fisher
Practice in guided and free conversation on a variety of subjects in order to increase the student's competency in the spoken language. Assigned compositions on various subjects in order to hone the student's skills in writing German. Study of idioms and vocabulary of everyday German, supported by selective review of grammar patterns, as needed. Textual and visual resources are provided, including newspapers, magazines, and films.

300 INTRODUCTION TO GERMAN LITERATURE: PROSE F Mr. Fisher
Methods of literary analysis and interpretation of the German narrative. Major movements, themes and types in German literature of the last three centuries. Course is designed to deepen the understanding of German structure and style. Readings and discussion in German of selected masterpieces will increase fluency and build vocabulary. Prerequisite: German 212 or consent of instructor. This course or German 301 is a prerequisite for all literature courses in German.

301 INTRODUCTION TO GERMAN LITERATURE: POETRY AND DRAMA S Mr. Fisher
Introduction to lyrical poems and poetic theory with examples ranging from medieval to contemporary poetry. Origin and development of German drama, analysis of dramatic structure through selected readings. Course provides historical and cultural perspectives, treats concepts of literary criticism and builds vocabulary for more advanced studies. Prerequisite: German 212 or consent of instructor. This course or German 300 is a prerequisite for all literature courses in German.

305 CULTURE OF THE GERMAN-SPEAKING COUNTRIES
The culture, life and letters of the Federal Republic of Germany, the German Democratic Republic, Austria, and Switzerland, in the context of the geography and history of Central Europe. Reading selections, musical recordings, films, and other visual materials. (Not offered in 1988-89.)

310 TOPICS IN LINGUISTICS
This course introduces the student to the field of linguistics as it relates to German. It involves historical (diachronic) and descriptive (synchronic) approaches to linguistics; selected topics will include: German morphology; analysis of the formal sound of German based on articulatory and acoustic features; the history of German as it evolved from Indo-European. Materials for a course will consist of, *inter alia*, texts of Old High and Middle High German as well as New High German, including dialects. (Not offered in 1988-89.)

311 ADVANCED GRAMMAR AND TRANSLATION S Mr. Gray
Study of grammatical structures as preparation for writing in a rather sophisticated style. Methods and techniques of translation and practice in translating from English into German and from German into English. Prerequisite: German 212 or 220 or consent of instructor.

312 ORAL PROFICIENCY
Intensive practice in directed and free conversation on various subjects that reflect the interest of the participants. Concentrated study of idioms, everyday spoken German and selected grammatical patterns and paradigms needed for oral proficiency. Discussions, debates, dialogues, and sketches constitute essential parts of the course; equally diverse supporting materials will be drawn from newspapers, magazines, films, and tapes. Prerequisite: German 220 or equivalent or consent of instructor. (Not offered in 1988-89.)

315 TECHNICAL TRANSLATION
An introduction to the theories of translation. Students will familiarize themselves with the vocabulary of technical texts dealing with business, law, politics, art, literary criticism, mathematics and philosophy. Prerequisite: German 212 or equivalent. (Not offered in 1988-89.)

320 GERMAN FOR INTERNATIONAL AFFAIRS
An introduction to the specialized vocabulary and styles which are peculiar to the conversational and written German of international affairs. Vocabulary building, practice in conversation and acquisition of expressions and idioms necessary to handle oneself gracefully in everyday trans-cultural contacts. Particularly recommended to students whose career goals are economics, business, politics, and international relations. (Not offered in 1988-89.)

350 THE MODERN GERMAN THEATRE S Mr. Fisher
Works by leading playwrights in the context of changing styles and trends in stage production, from Naturalism to the present decade: Holz, Hauptmann, Wedekind, Sternheim, Hofmannsthal, Kaiser, Brecht, Dürrenmatt, Handke, and others.

360 GERMAN LITERATURE I: 18TH CENTURY: ENLIGHTENMENT, STORM AND STRESS, CLASSICISM

The first of the three-term sequence in the German tradition, in which such major figures as Lessing, Goethe, and Schiller are studied. (Not offered in 1988-89.)

370 GERMAN LITERATURE II: 19TH CENTURY: ROMANTICISM, REALISM, NATURALISM, IMPRESSIONISM

F Mr. Gray

Further study of the German tradition through the 19th century from the Romantic era to Modernism, including such writers as Heine, Fontane, Hauptmann, and Schnitzler.

380 GERMAN LITERATURE III: 20TH CENTURY: EXPRESSIONISM TO THE PRESENT

The last of the sequence, focusing on the 20th century with special emphasis on literary development in the Federal Republic of Germany, the Democratic Republic of German, Austria and Switzerland. (Not offered in 1988-89.)

410 CREATIVE COMPOSITION AND STYLISTICS

Practice in writing and revision of expository prose. Free composition, stylistic analysis, exercises in translation. The format is flexible and will be adjusted to serve the goals of enrolled students. (Not offered in 1988-89.)

415 DIALECTS AND DIALECTOLOGY — LOW GERMAN, BAVARIAN, ALEMANNIC

A study of lexical, phonetic, and syntactical attributes of the dialects of Low and High German, e.g., Bavarian, Alemannic, Frisian, etc. Starting with the knowledge they have acquired of Standard High German, students will learn how to read and analyze texts in various dialects of High and Low German. A cursory examination of other West Germanic languages from the point of view of High German. Prerequisite: Any 300-level class in German. (Not offered in 1988-89.)

430 GERMAN NOVEL IN TRANSLATION

Development of the German novel; representative works by Goethe, Fontane, Mann, Hesse, Kafka, Böll, Grass, Walser. Readings and discussion in English. No knowledge of German required. (Not offered in 1988-89.)

480 GERMAN SEMINAR

An intensive investigation of a significant topic in literature, literary criticism, literary theory of linguistics. Topics to be announced. (Offered as required.)

490 INTERNSHIP

On-the-spot training in spoken and written German. Students are assigned to such organizations as the German Government's Tourist office or the German Chamber of Commerce, all located in Chicago.

494 SENIOR THESIS

Given for students who wish to graduate with honors. The thesis allows the students to do in-depth research and to develop an original thesis on a topic in literatures of the German-speaking world, German, Swiss or Austrian civilization, or linguistics. (Offered as required.)

Japanese

110, 112 BEGINNING JAPANESE FS

Mr. Carnes

An introduction to the forms of spoken Japanese. Most of the fundamental structures are covered in the first two semesters (Japanese 110 and 112), together with writing practice in the *hiragana* syllabary and some basic *kanji*. 112 is a continuation of 110. Lab work is an integral part of the series.

210 INTERMEDIATE JAPANESE F

Mr. Carnes

This course is designed to continue the fundamentals of Japanese conversation begun in the first year series, Japanese 110 and 112, and to continue work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes meet daily and these class meetings will be supplemented with work in the language laboratory and daily written work. Mechanics include daily attendance and daily written homework to be submitted. There are weekly quizzes, a mid-term and a final, all with both a written and an oral component.

212 ADVANCED INTERMEDIATE JAPANESE

S Mr. Carnes

This course continues the fundamentals of the Japanese Language begun in Japanese 110, 112, and 210. Extensive practice in oral expression and increasingly stronger emphasis upon reading and writing, with an extensive use of audio and video materials. Mechanics include daily attendance and daily written assignments. There are weekly quizzes, a mid-term and a final, all with both an oral and written component.

Linguistics

101 DESCRIPTIVE LINGUISTICS

Principles and techniques of descriptive linguistics as seen through different schools of linguistics from structuralism to modern transformational and stratificational theories. Taught in English. (Not offered in 1988-89.)

201 LINGUISTICS AND LITERATURE

A consideration of the major linguistic theories and their implications and relations to literary criticism. Special emphasis on applications to literary criticism of Transformational Grammar, Stratificational Grammar and Tagmemics. Discussion and critical appraisal of the value of such approaches to literary analysis. No prerequisite. Taught in English. (Cross-listed as Comparative World Literature 101. Not offered in 1988-89.)

Literature in Translation

(cross-listed under Comparative World Literature)

201 FRENCH LITERATURE IN TRANSLATION

F Ms. Johnson

A study of selected French authors from various literary movements and periods. Special consideration is given to the aesthetic, historical and ideological importance of these authors and their works. May be repeated for credit. Topic for 1988-89: Existentialism in Literature: Sartre, deBeauvoir, Camus. This course will study the philosophical, literary and political implications of what came to be known as Existentialism in the essays, novels and plays of three major French writers. Such "existential" issues as the definition of the individual and his/her relation to others and the problems of freedom, action, death, etc. will be especially emphasized both as general problems and in terms of the distinctive, individual formulation of each writer.

202 CONTEMPORARY SPANISH-AMERICAN NARRATIVE IN TRANSLATION S Ms. Thickstun

"Writing a novel is an act of rebellion against reality, against the gods, against God's creation . . . It is an effort to correct, change or abolish substantial reality and to replace it with the formal reality of the verbal worlds the novelist creates." This will be examined in the works of Carpentier, Cortázar, Fuentes, García Márquez, Vargas Llosa, and other Spanish-American novelists.

203 MODERN MASTERS OF GERMAN LITERATURE S Mr. Gray

The identity crisis of early twentieth century Europe reflected in the works of famous writers in the German language: Hesse, Kafka, and Mann. Study of selected works (including *Steppenwolf, Metamorphosis, Death in Venice*) and their relationship to contemporary trends in Central European culture. All readings, assignments, discussions and papers are in English. May be repeated for credit. Consult chairperson of department before registering.

204 PENINSULAR SPANISH LITERATURE IN TRANSLATION

A study of selected peninsular Spanish authors from various literary movements and periods, particularly for purposes of comparison with representatives of other cultural traditions. Specific attention is given to the aesthetic, historical, and ideological importance of these authors and their works. All readings, discussions, and assignments are in English. (Not offered in 1988-89.)

205 MODERN JAPANESE PROSE IN TRANSLATION

This course will deal with modern Japanese prose in all its major forms. The major novels and short stories of Kawabata, Tanizaki, Mishima, Abe, Ibuse, Murakami and others will be read. Some consideration will be given to dramatic forms and setsuwa-like works. Emphasis will be upon literature, but background studies will be used to better place the literature into its context and to describe the relationship of modern Japanese literature to World literature. (Not offered in 1988-89.)

224 THE FORMS OF FOLKLORE

F Mr. Carnes

This course is designed to introduce the student to the forms in which folklore, as traditional culture, is found. These forms range from folk speech forms (jokes, anecdotes, legends and the like) through various communal activities (festivals, for example, as an example of a macroform, or a matrix for simpler forms) to the more obvious manifestations of folk belief systems (religion, medicine, customary actions, etc.), and will concentrate upon general theories of traditional behavior and artifacts as well as a few special forms and their relationship to culture in general. The goal here is an introduction to folkloristics and more general culture studies insofar as they deal with traditional materials. The course will provide a solid base from which more complex or specialized folklore studies might be profitably undertaken.

225 INTRODUCTION TO JAPANESE FOLKLORE S

Mr. Carnes

This course is designed to introduce the student to the folklore, the traditional materials and culture, of Japan. It will cover orally transmitted culture from *densetsu* (legends), *mukashibanashi* (other types of folktales) games, and recreations, practices, ritual behavior, and other overt manifestations of folk belief systems — in short the folklore of the nation in selected forms. In addition to the general folklore of Japan, special attention is focused upon a few subjects: for festivals, the Gion Matsuri is studied, games and recreations are highlighted by two children's games, religious practices by a study of the 49th day memorial service for the dead, customary action by the folklore of tea, and the use of folktales in modern-day commercials underlines the traditional folktales of Japan.

302 GERMAN LITERATURE IN TRANSLATION: THE GERMAN NOVELLA

In German literature the novella constitutes a distinct form of literary art. Its development will be traced from Romanticism to contemporary literature, from E.T.A. Hoffmann to Günter Grass. (Not offered in 1988-89.)

Spanish

110, 112 BEGINNING SPANISH I, II FS

Staff, Mr. George

110 is designed to develop the student's ability to listen to, speak, read, and write basic controlled patterns of the Spanish language. 112 is a continuation of 110 and culminates in graduated readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure and the mores of Spanish-speaking cultures. Lab work is an integral part of the series.

210 INTERMEDIATE SPANISH F

Ms. Kurtz

Practice in reading contemporary fiction, expository prose, drama and poetry. Classroom discussions, guided and free compositions, review of grammar, lab exercises. Prerequisite: Spanish 112 or placement at the 210 level or higher.

212 ADVANCED INTERMEDIATE SPANISH FS

Ms. Kurtz

Practice in reading contemporary fiction and expository prose, drama, and poetry, to develop reading ease and accurate comprehension beyond the elementary and intermediate levels. Classroom discussion and guided compositions, review of grammar topics, and vocabulary building. Prerequisites: Spanish 210 or placement on the 212 level or higher.

220 CONVERSATION AND COMPOSITION S

Ms. Thickstun

A course designed to afford the student who has completed the intermediate sequence or the exceptional student who wishes to advance at a more rapid pace with additional and intensive practice in conversational and writing skills. The students will be exposed to the contemporary language as it appears in a variety of mediums, from colloquial slang to formal, academic usage, both in written and oral discussions, essays, and creative projects. Prerequisites: Completion of the 110-112 sequence, with permission of the instructor; completion of the 210-212 sequence; or placement on the 212 level or higher, with permission of the instructor.

300 INTRODUCTION TO ANALYSIS OF HISPANIC TEXTS

The purpose of this course is to prepare the student for serious reading and analysis of literary texts in Spanish. The course will be an introduction to the concepts of literary criticism and the vocabulary of literary analysis. The course will introduce students to various methodologies, including close reading of texts and sociological and psychological approaches. Texts will be chosen from among the three major literary genres: poetry, prose fiction, and drama. It is strongly recommended that students take either 300 or 305 before going on to literature or culture courses in the 300/400 range. Prerequisites: 212 or 220. This course may not be taken by students who have taken other literature or culture courses above 305. (Not offered in 1988-89.)

305 INTRODUCTION TO HISPANIC CULTURE S

Ms. Kurtz

Study of the language and methods of analysis through an introduction to the richness and diversity of the Hispanic cultures — Latin and North American and Peninsular. The course aims at familiarizing the student with the culture, life, and letters of selected Hispanic cultures, in the conviction that an acquaintance with the cultural contexts in which the language is spoken will enable the student to sharpen his/her language skills and to enrich his/her understanding of the language. Materials will be drawn from a range of disciplines: fictional literature, essay, history, politics, geography, the visual arts, and music. It is strongly recommended that students take either 300 or 305 before going on to literature or culture courses in the 300/400 range. Prerequisites: 212 or 220. This course may not be taken by students who have taken other literature or culture courses above 305.

310 TOPICS IN LINGUISTICS

A course designed to introduce the student to the field of linguistics as it pertains to Spanish. Study will involve both the historical (diachronic) and descriptive (synchronic) perspectives of linguistics; selected topics will include: phonological and semantic theories as applied to spoken Spanish; analysis of the formal sound system of Spanish, based on articulatory and acoustic features; the history of the Spanish language as it evolved from Latin; dialectical variations of Spanish throughout the Hispanic world; and semantics and lexical usage of Spanish. Classroom materials will be drawn from diverse sources, such as texts of medieval Spanish; transcripts of current spoken Spanish; and literary and non-literary readings selected for their linguistic relevance. Prerequisites: Spanish 212 or 220. (Not offered in 1988-89.)

312 ORAL PROFICIENCY

Intensive practice in directed and free conversation on a wide range of topics reflecting the special interests of the participants. Concentrated study of idioms, the vocabulary of colloquial Spanish, and selected grammar patterns and paradigms needed for oral proficiency. Activities will include drills, discussions, debates, dialogues, and sketches; supporting materials will be equally diverse, drawn from newspapers, magazines, films, and tapes. Prerequisites: Spanish 212 or 220. (Not offered in 1988-89.)

315 TECHNICAL TRANSLATION

An introduction to the theory and practice of translation. Students will familiarize themselves with the vocabulary of technical texts dealing with business, law, politics, art, literary criticism, and philosophy. Texts will be translated from Spanish to English and from English to Spanish. Prerequisites: Spanish 212 or 220. (Not offered in 1988-89.)

320 SPANISH FOR INTERNATIONAL AFFAIRS F

Ms. Kurtz

An introduction to the specialized vocabulary, styles, and concepts which characterize conversational and written Spanish for international affairs. Attention will be focused on familiarizing the student with current issues and concepts pertaining to such fields as: business, banking, law, insurance, microeconomics, medicine, politics and international relations. Vocabulary building, conversation practice, and acquisition of idioms necessary for trans-cultural contacts will also be stressed. Materials will include current readings drawn from magazines, newspapers, and journals, as well as copies of authentic documents and forms. Particularly recommended to students who are considering careers in economics, business, politics, and international relations. Prerequisites: Spanish 212 or 220.

330 SURVEY OF PENINSULAR LITERATURE

A panoramic view of Spanish literature with special emphasis on distinctive features of significant literary movements and periods. Lectures on the history of literature. Readings and discussion of selections from representative literary texts. Prerequisite: Any 300 or 400 level Spanish course. (Not offered in 1988-89.)

335 SURVEY OF LATIN AMERICAN LITERATURE

The development of Latin American letters from the 19th century movements of independence to the contemporary period. Readings will include novels, short stories, poetry, plays and essays. Prerequisites: Any 300 or 400 level Spanish course. (Not offered in 1988-89.)

340 ADVANCED SPANISH FOR INTERNATIONAL AFFAIRS

This course is designed to complement the students' internship assignments in Spanish national and multinational firms and corporations, government agencies, and cultural institutions. Intensive vocabulary building, composition, conversation practice, and acquisition of expressions and idioms necessary to handle the day-to-day internship assignments. Classroom instruction augmented by practical on-site application. (Offered only in Madrid.)

350 HISPANIC THEATRE

The study of theatre as literature and of the relationship between the dramatic text and performance. Readings will include masterpieces of the Spanish and Latin American drama. Prerequisites: Any 300 or 400 level Spanish course. (Not offered in 1988-89.)

355 PLAY PRODUCTION IN SPANISH S(B)* Mr. George

The course will be the staging of a play in Spanish. No theatrical experience of any kind is necessary to participate. The course consists of intensive rehearsals to create group unity and confidence, readings in Hispanic drama, and the staging of a play at the end of the semester. The play selected for staging may be from Latin American or Spanish drama, or it may be written by the students and the instructor. The course provides intensive practice in all phases of spoken Spanish and insights into the literature and culture of the Hispanic world. The course may be repeated for credit. Prerequisites: any Spanish course from the 300 or 400 level.

360 PENINSULAR NARRATIVE

Reading, analysis, and discussion of selected narrative works of Peninsular Spanish authors; historical and aesthetic considerations of the texts will be stressed. The course is designed to impart to the student a sense of the development of Spanish prose fiction and of recurring and characteristic themes. The student will become acquainted with outstanding authors and works of the Golden Age and the 19th and 20th centures. Prerequisite: Any Spanish course from the 300 or 400 level. (Not offered in 1988-89.)

365 LATIN AMERICAN NARRATIVE

The study of representative naturalist, neorealist, and magic realist writers. The student will read novels and short stories by outstanding writers such as Gallegos, Borges, Fuentes, García Márquez, and Vargas Llosa. Prose works will be considered in a sociohistorical context. Prerequisites: any Spanish course from the 300 or 400 level. (Not offered in 1988-89.)

370 HISPANIC POETRY S(A)* Mr. George

The study of master works of Latin American and Peninsular poetry. The student will read, analyze, and compare poems from several periods: Medieval, Golden Age, Romantic, Symbolist, Modernist, Surrealist, and Contemporary. Prerequisites: Any Spanish course from the 300 or 400 level.

400 SPECIAL STUDIES

One author, theme, or group of works in Spanish or Latin American literature or society studied in depth. May be repeated for credit. Prerequisites: Any Spanish course from the 300 or 400 level. (Not offered in 1988-89.)

410 CREATIVE COMPOSITION AND STYLISTICS F Mr. George

Analysis of style in selected Hispanic writers. Intensive work in creative original compositions of prose, poetry, and drama. Prerequisites: Any Spanish course from the 300 or 400 level.

*7½ week course

415 DIALECTS AND DIALECTOLOGY F Mr. George

An examination of the phonetic, syntactical and lexical difference of the major dialects of the language, such as Peninsular, Latin American, and Chicano Spanish. The study, from the point of view of Spanish, of other Romance languages spoken in Spain, Portugal, and Latin America, such as Catalan, Galician, and Portuguese. Prerequisites: Any 300 or 400 level Spanish course.

420 PENINSULAR CULTURE AND CIVILIZATION

Intensive study of selected topics on the history, politics, and culture of Peninsular Spanish civilization. Attention will be focused on the development and evolution of Spanish civilization within the greater European context as well as on particular political and social issues in contemporary Spain. Supporting materials will be drawn from a variety of sources: readings in history, politics, and sociology; the visual arts; music; and literature. Prerequisites: Any 300 or 400 level Spanish course. (Not offered in 1988-89.)

425 LATIN AMERICAN CULTURE AND CIVILIZATION

A study of Latin American societies from multiple perspectives: historical, political, economic, and artistic. Course materials will include readings and lectures on a wide variety of topics, discussions, films, video, slides, and music. Prerequisites: Any Spanish course on the 300 or 400 level. (Not offered in 1988-89.)

480 SENIOR SEMINAR

Given in years in which there is a great deal of interest on the part of senior majors. The seminar is an intensive investigation, through discussions, oral presentations, and research papers, of a significant topic in literary theory, literature or culture. Topic to be announced. Prerequisites: Open to senior majors or with permission of instructor. (Offered as required.)

490 INTERNSHIP

On-the-spot training in spoken and written Spanish. Students are assigned to the International Visitors Center located in Chicago.

494 SENIOR THESIS

Given for students who wish to graduate with honors. The thesis allows the students to do in-depth research and to develop an original thesis on a topic in Hispanic literature or civilization. (Offered as required.)

HISTORY

Professor Michael H. Ebner (Chairperson): Modern American History. Social History. Urban History.
Professor D. L. LeMahieu: Modern European History and British History.
§Professor Arthur Zilversmit: American Intellectual History. History of American Education.
Associate Professor Thomas Moodie: Modern European and French History.
†Associate Professor Steven J. Rosswurm: American Colonial and Revolutionary History. Labor History.
Assistant Professor Keith D. Hazelton: East Asian History. Chinese History. Japanese History.
Instructor Lisa Brock: African History. Afro-American History.
‡Lecturer Carol Gayle: Modern European History. Russian History.

History is the collective memory of humankind. It informs us of the intense human struggles which shaped our past and thereby enriches our understanding of the present. A society that forgets its past is like an individual suffering from amnesia. Both lack identity, purpose and direction. Yet the complexities of the past cannot be reduced to simple rules for the present. History reveals a diversity of human experience that is worth pondering for its own sake. A respect for this diversity has long been the mark of an educated individual and a civilized society.

History courses at Lake Forest College reflect the diversity of the historical record. The department offers courses in intellectual, cultural, economic, and social history. In addition to a core of courses in East Asian, African, European, and American history, we offer several courses which explore new subject matter and new techniques of historical inquiry. In one we draw upon the study of mass communications; in another we recapture the past through the study of sport history.

‡Part-time Teaching, 1988-89.
†Sabbatical Leave of Absence, Fall, 1988.
§Director of M/LS Program and Community Education.

Effective for students entering the College since August, 1987, the major in history consists of ten course credits: Students must enroll in History 110 and 111; they must take two of the following, History 118, 119, 120, or 121. At the 200 level students must take at least two courses; at the 300 level they must enroll in History 300 (at the beginning of the junior year) and at least two additional courses. As seniors, students are required to take either History 420 (Senior Seminar) or an independent study research project. Topics for the seminar vary from year to year. The department takes special interest in encouraging senior thesis work leading to the awarding of the degree with honors.

Students who were enrolled in the College prior to August, 1987, should consult page 111 of the 1986-87 Bulletin about course requirements for completing the major.

110 WORLD CIVILIZATIONS TO 1500 F Mr. LeMahieu

Origins and development of civilization from 3000 BC to 1500 AD. Emphasis on Western Civilization from its Greek and Roman foundations through the Renaissance, though also discussing China, Japan, and India.

111 WORLD CIVILIZATIONS SINCE 1500 S Mr. Hazelton

Traces growth of Western European dominance over other civilizations of the world from sixteenth through the nineteenth century. Recounts erosion and eventual collapse of that dominance in the twentieth century in face of challenges from Asia, Africa, and the Americas.

118 EUROPE FROM THE OLD REGIME TO THE MODERN ERA F Ms. Gayle

Political, cultural and economic development of Europe from the age of absolutism to the end of the nineteenth century. The crisis of the old order in the age of Enlightenment and the French Revolution. Industrialization and modernization in the nineteenth century and the emergence of nation states and modern political ideologies. Emphasis on the reading and analysis of documentary materials.

119 EUROPE IN THE TWENTIETH CENTURY S Mr. LeMahieu

The collapse and reconstruction of European society, politics and culture in the period from 1890 to the present. The destruction of nineteenth century liberal society through war and revolution, the emergence of conflicting ideologies between the wars and the reconstruction of Europe after the Second World War. Emphasis on the techniques of research and writing.

120 FOUNDATIONS OF THE AMERICAN REPUBLIC F Mr. Zilversmit

The origins of American society and the development of the United States from an underdeveloped new nation into a powerful national entity. Emphasis on the reading and analysis of documentary materials.

121 MODERN AMERICA S Mr. Ebner, Mr. Rosswurm

America's response to industrialism and its changing role in foreign affairs. Emphasis on the techniques of research and paper writing.

171 EUROPE IN THE ERA OF THE FIRST WORLD WAR S Mr. Moodie

The impact on European society, politics and thought of Europe's first total war.

178 THE INDUSTRIAL REVOLUTION IN FACT AND FICTION

An examination of the impact of the industrial revolution on English society and of the great debate on the condition of England which industrialization produced. Malthus, Marx, Dickens and Gaskell are among the authors to be read and discussed. (No credit for students who have taken History 103. Not offered in 1988-89.)

185 RADICALISM IN AMERICAN HISTORY

An examination of the wide variety of American radicalisms, from abolitionism and black nationalism to communism and socialism. Special attention to feminism and its essential subversiveness, the "Americanism" of most radical movements, and the resilience of American capitalism. (Not offered in 1988-89.)

200 ORIGINS OF EAST ASIA F Mr. Hazelton

Introduction to the great civilizations of China and Japan, with emphasis on development of their fundamental characteristics. Highlights both shared traditions and significant differences between the two countries.

201 EAST ASIAN CIVILIZATIONS SINCE 1800 S Mr. Hazelton

Study of China, Japan, and Korea as each moved toward modern nationhood over the last two hundred years. Attention to the difficulties each has confronted, including Japan's vision of empire shattered by World War II, China's civil war, and Korea's transformation through foreign interventions.

203* GREECE IN THE CLASSICAL-ROMAN AGES S (B:APRIL)

(Cross-listed as Ancient Mediterranean Civilizations 203. See page 57 for description.)

208 EUROPE IN THE AGE OF THE RENAISSANCE AND REFORMATION S Mr. Moodie

The breakdown of the medieval synthesis. Italian Humanism, the Northern Renaissance, Luther and the destruction of Christian unity, the second generation of Reformation leaders, the voyages of discovery.

214 HISTORY OF RUSSIA F Ms. Gayle

Survey of the political, social, and intellectual history of Tsarist and Soviet Russia. Emphasis on Russia's relationship with the West, popular rebellion and efforts at modernization from above.

215 AFRICAN HISTORY AND LITERATURE

Examines the unique vision of African writers in development of aesthetic standards to confront ideological and social concerns as they have evolved in African history. (Not offered in 1988-89.)

217 INTRODUCTION TO BLACK SUB-SAHARAN AFRICA

A survey of the geography, social and political history, and post-independence politics of Black Africa. (Cross-listed as Politics 217. Not offered in 1988-89.)

218 HISTORY OF MODERN FRANCE S Mr. Moodie

Social, political and intellectual development of France from the era of the old regime to the present.

*To arrange credit toward a history major, see the department chairperson. Offered only in Greece.

221 BRITISH HISTORY TO 1688 S Mr. LeMahieu

The history of Britain from Roman times to the Revolution of 1688. Topics include Roman Britain, Anglo-Saxon England, the Norman invasion, the development of English political institutions, the consolidation of monarchy under the Tudors, the growth of English literature and culture, and the social and political struggles of the seventeenth century.

222 MODERN BRITISH HISTORY

The history of Britain since 1688. Topics include aristocracy and society in the eighteenth century, the Industrial Revolution, Liberalism and Conservatism in nineteenth-century politics, the consolidation of British culture, the rise of the welfare state and contemporary British life. (Not offered in 1988-89.)

235 HISTORY AND LITERATURE

Social history of Europe in the 19th century as seen through imaginative literature. Examination of social conditions and social change through readings: Balzac, Dickens, Zola. History 118 recommended. (Cross-listed as CWL 235. Not offered in 1988-89.)

236 LITERATURE, SOCIETY, AND DISSENT IN RUSSIA

Aspects of Russian intellectual and social history of the 19th and 20th century through contemporary writings and fiction: Turgenev, Dostoevsky, Tolstoy, Chekhov, Pasternak, Solzhenitsyn, and other Soviet writers. (Not offered in 1988-89.)

240 ORIGINS OF AFRICA F Ms. Brock

African development from earliest times to the period of the slave trade, focusing on the ancient civilizations of Egypt, Kush and others, the iron age departures and the mysteries of Bantu expansion, East African city states, and the middle age kingdoms of the Sudan and southern Africa. Special attention on state formation with focus on lineage, technology and trade.

241 MODERN AFRICA S Ms. Brock

From the slave trade to the present. Examines the impact of the slave trade on African society, the trade of the 19th century in ivory and oil, colonial penetration, resistance, nationalism and the rise of modern African nations.

250 THE AMERICAN CIVIL WAR

The origins of the war in the antagonistic development of North and South; Lincoln and the Republican Party; black activity in the North and South; reconstruction and the impact of the war on American development. (Not offered in 1988-89.)

255 TOPICS IN AFRO-AMERICAN HISTORY S Ms. Brock

Important themes and events in the history of Blacks in America. The African heritage, slavery, reconstructions, urban culture, Black debates on freedom, Civil Rights.

258 HISTORY OF SPORT F Mr. Ebner

The evolution of sport in modern society, in its cultural, social and economic dimensions. Largely focussed on the American experience, but some attention to sport elsewhere in the world. Emphasis on 1850 to the present.

260 AMERICAN ECONOMIC AND BUSINESS HISTORY S Mr. Rosswurm

The causes and consequences of American economic development from under-developed nation to international industrial power; special attention to the changing forms of business organization and their relationship to economic development. Economics 110 or History 120/121 recommended.

263 AMERICAN CITIES S Mr. Ebner

The changing functions, scale, and quality of urban society from the 17th century to the present. An historical framework for studying modern American metropolitan problems. Some field work in Chicago.

265 AMERICAN DIPLOMACY

Surveys evolving role of United States in world affairs since 1890. Emphasis on domestic origins of foreign policy and American role in Asia. (Not offered in 1988-89.)

270 EDUCATION IN AMERICAN SOCIETY AND THOUGHT

Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis on the twentieth century. (Cross-listed as Education 270. Not offered in 1988-89.)

271 WOMEN IN MODERN HISTORY: EUROPE AND AMERICA S Mr. Rosswurm

Examination of the special forces shaping the lives of women in Europe and the United States, with emphasis on the 19th and 20th centuries; an examination of how industrialization and social change transformed women's roles and the way this was reflected in the political and intellectual realms.

286 MODERN JAPAN F Mr. Hazelton

From the founding of the last shogunate, the Tokugawa, in 1603 to its present status as the economic giant among the nations of the Pacific. Attention to the achievement as well as the undeniable sufferings and costs incurred during Japan's drive toward great power status.

300 THEORY AND METHODS F Mr. Zilversmit

How can we know what actually happened in the past? An examination of the basis of historical knowledge and the study of methodologies used for understanding the past. Emphasis will include: Social, intellectual, economic, and psychohistory as well as the techniques of oral history and quantification. Prerequisite: an introductory history course. Required of all history majors.

307 KNIGHTS AND SAMURAI: COMPARATIVE FEUDALISM F Mr. Hazelton

Cross-cultural studies of feudal systems in twelfth to sixteenth century Japan, seventh to twelfth century Europe, and eighth to fifth century BC China. Examination of commonalities and distinctive features in the origins of the feudal order, in its mature operation, and in the types of social orders that succeeded feudalism. Prerequisites: History 110 or 200.

310 THE INDUSTRIALIZATION OF EUROPE

Readings and discussion of selected topics in European social and economic history in the era of industrialization. Attention to the newer methods of social and economic history. Prerequisite: History 118 or 119, or permission of the instructor. (Not offered in 1988-89.)

315 THE RUSSIAN REVOLUTION

The end of the Russian Empire, the revolution of 1917, and the development of Soviet society and institutions under Lenin, Stalin, and Khrushchev. Emphasis on political and

social conflicts, ideological debates, and cultural developments. Prerequisites: History 119 or 214 or permission of instructor. (Not offered in 1988-89.)

331 THE ENLIGHTENMENT F
Mr. LeMahieu

Readings and discussions of the central ideas of Europe in the eighteenth century, with emphasis on Britain and France. Topics include the social and political context of the Enlightenment, the impact of science, Empiricism and its critics, and the development of notions of tolerance, freedom, and rationality.

340 HISTORY OF COMMUNICATION S
Mr. LeMahieu

Readings and discussions on the origins and historical development of oral, literate, print, and electronic cultures, with emphasis on the twentieth century. Topics include the role of technology in shaping thought, the nature of oral societies, the impact of literacy, the influence of the printing press, the rise of mass media and the role of communications in modern culture and society.

345 TOPICS IN MODERN AFRICAN HISTORY S Ms. Brock

Topic for 1989: Modern African history through novels. Six major issues will be studied: impact of colonialism on African society, women's changing roles, Europeans in Africa, nationalism and revolution, neocolonialism and proletarianization. Prerequisite: History/Politics 217.

355 AMERICAN SOCIAL HISTORY F
Mr. Ebner

Conducted as seminar. Topics include family, class, gender, race, ethnicity, and work. Prerequisite: History 120 or 121 or permission of instructor.

360 COLONIAL AMERICA

Origins of European colonialism: Indian-European relations; Puritanism and society in New England; slavery and politics in Virginia; English imperial regulations; the Glorious Revolution; and the Great Awakening. Prerequisite: History 120. (Not offered in 1988-89.)

362 THE AMERICAN REVOLUTION

The crisis of empire and the revolutionary movement; the war, nation building and the Constitution; attention to women, blacks, and native Americans. Prerequisite: History 120. (Not offered in 1988-89.)

365 AMERICAN THOUGHT S
Mr. Zilversmit

Roots of American thought; emphasis on Puritanism, the Great Awakening, the political ideology of the Revolution and its transformation in the early 19th century; the ideological response to Darwinism and the new industrialism. Prerequisites: History 120, 121, a course in American literature, or permission of the instructor.

378 CHINA'S 20th-CENTURY REVOLUTIONS S Mr. Hazelton

Evaluation of goals and achievements of successive revolutions that have swept China in twentieth century, from overthrow of last imperial dynasty to the era of pragmatic modernizers currently charting nation's course into the twenty-first century. Guiding question will be which aspects of society, economy, and polity have been radically transformed, and which are based on traditional patterns so deeply ingrained as to have overwhelmed all revolutionary efforts to change them.

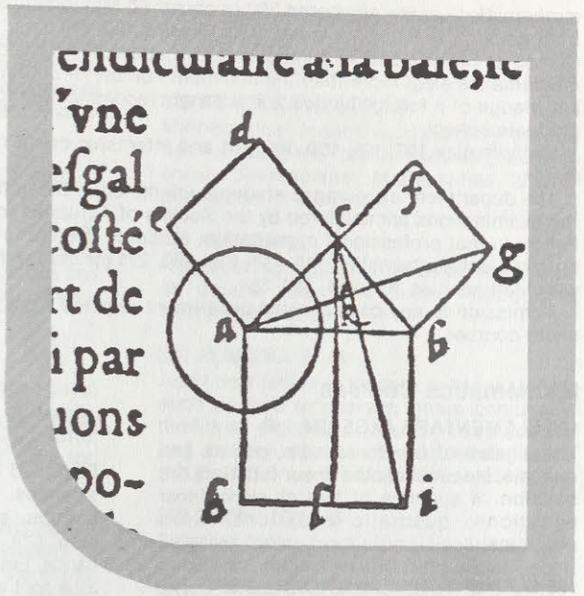
380 CONTRAST AND CONJUNCTURES IN AMERICAN AND SOUTH AFRICAN HISTORY

Themes in United States and South African history as they have unfolded separately and as they connected during the last 350 years. Topics covered in seminar format include pioneers and settlers, manifest destiny and divine rule, apartheid and Jim Crow, reservations and homelands, Black power and Black consciousness, and relations between white government of South Africa and U.S. government and business. (Not offered in 1988-89.)

420 SENIOR SEMINAR: SOCIAL TRANSFORMATION AND CONFLICT IN THE 1930's S Ms. Gayle

Selected advanced topics in history with attention to the methods and problems of historical research. Required of all history majors in their junior or senior years except those doing independent study research projects. Open to non-majors with the prerequisite and permission of the instructor.

For spring 1989: Examines years 1929-39, emphasizing the remaking of the social and international orders of Europe and the United States. Topics examined will include the Great Depression, Hitler's Germany, Stalin's Soviet Union, Roosevelt's America, the Spanish Civil War, the Munich crisis, and culture in the 1930's.



MATHEMATICS and COMPUTER STUDIES

Professor Edward Packel (Chairperson): Functional Analysis. Applications of Mathematics to the Behavioral and Social Sciences. Computer Science.
Professor Robert J. Troyer: Geometry. Geometric Algebra.
Associate Professor Lowell A. Carmony: Computer Science.
Associate Professor Robert Holliday: Computer Science. Combinatorics.
Assistant Professor William T. Butterworth: Complex Analysis.
Assistant Professor De Juran Richardson: Applied Statistics.
§Instructor Ruthane Bopp: Algebra. Real Analysis.
Instructor Jill Van Newenhizen: Social Choice Theory. Algebra.
‡Lecturer James R. Fryxell: Probability and Statistics.

Concepts and techniques of mathematics and computer science play a vital role in an ever increasing number of human activities. The curriculum and other activities of the Department of Mathematics and Computer Studies are designed to acknowledge this fact. The department offers a major in mathematics and a major in computer studies.

MATHEMATICS MAJOR

There are two options a student may choose in order to satisfy the requirements for a major in mathematics. One option recognizes the fact that some students who intend to pursue mathematical careers need training that emphasizes applications of mathematics. The other option is a traditional program which students who wish to pursue further studies for advanced degrees in graduate schools will wish to elect. The minimum requirements for all students majoring in mathematics are satisfactory completion of Mathematics 110, 111, 210, 230, 231, 311, 330 and Computer Studies 112 (or the Honors sequence, Mathematics 115, 116 instead of Mathematics 110, 111), and one of the following sequences: (1) Mathematics 331 and another

§Registrar and Part-time Teaching, 1988-89.
‡Part-time Teaching, 1988-89.

mathematics course numbered 300 or above; (2) Mathematics 350, 351. In addition, one course from among the following is required: Physics 120, Philosophy 335, Economics 330, or any Computer Studies course numbered 212 or above. Most majors who plan careers in mathematics elect more than the minimum number of courses that are required. A reading knowledge of a foreign language is strongly recommended for students who plan to go to graduate school.

Mathematics 100, 105, 150, 160, 161 and internship credit may not be counted toward the major.

The department encourages students interested in the actuarial profession to prepare for the examinations administered by the Society of Actuaries for certification as an Associate or Fellow in that professional organization. Students interested in the actuarial profession should elect Mathematics 110, 111, 210, 230, 231 (or the freshman honors sequence) along with Mathematics 161, 314, 350, 351.

Admission to any course in the department requires a grade of C or better in all prerequisite courses.

Mathematics Courses

100 ELEMENTARY ALGEBRA F
The algebra of fractions, roots, powers and radicals; inequalities; the linear function; the solution of systems of two or more linear equations; quadratic equations; word problems.

105 ELEMENTARY FUNCTIONS FS
Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry.

110 CALCULUS I FS
The calculus of functions of one variable. Limits, continuity, differentiation, and applications; a brief introduction to integration. Prerequisite: 3½ years of high school mathematics or Mathematics 105.

111 CALCULUS II FS
The calculus of functions of one variable. Integration, applications of integration, sequences and series. Prerequisite: Mathematics 110.

115 HONORS CALCULUS I F
Theory and applications of the calculus of functions of one variable. Limits, continuous functions, differentiable functions, and their applications. Prerequisite: Permission of instructor.

116 HONORS CALCULUS II S
Continuation of Mathematics 115. Integration and applications, sequences, infinite series. Prerequisite: Permission of instructor.

150 INTRODUCTION TO PROBABILITY AND STATISTICS S
Designed for students in the social and life sciences. Discrete probability theory, distributions, sampling, correlation, and regression, Chi square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines. (This course is comparable to Economics 230.)

160 FINITE MATHEMATICS WITH APPLICATIONS FS
Mathematical topics as needed to build and solve mathematical models of situations in the life, social, and managerial sciences. Finite sets; permutations and combinations with applications to probability theory; vectors, matrices, and linear programming; game theory.

161 MATHEMATICS OF FINANCE S
A mathematical treatment of such topics as compound interest, present value, sinking funds, amortization of debts, and the use of mortality tables in the calculation of insurance premiums and life annuities.

210 MULTIVARIABLE CALCULUS F
Multiple integration, and partial differentiation, Stokes' and Green's theorems. A transition from elementary calculus to functions of real variables. Prerequisite: Mathematics 111.

214 DIFFERENTIAL EQUATIONS S
Techniques of solving ordinary differential equations including infinite series methods. Properties of linear systems. Applications of differential equations. Prerequisite: Mathematics 210.

230 INTRODUCTION TO ABSTRACT AND DISCRETE MATHEMATICS F
Topics covered include logic and proofs, set theory, relations, cardinal numbers, countable and uncountable sets, permutations and combinations, graph theory, group theory. Prerequisite: Mathematics 110.

231 LINEAR ALGEBRA S
Vector spaces, linear independence, linear transformation, matrices, determinants, applications to geometry. Prerequisite: Mathematics 230 or permission of instructor.

260 HISTORY OF MATHEMATICS
A survey of the important concepts of mathematics from the time of the Babylonians to the present. Emphasis will be on the evolution of mathematical ideas and the contributions of the most prominent individuals associated with the development of mathematics. Prerequisite: Mathematics 111 or permission of instructor. (Not offered in 1988-89.)

310 COMPLEX ANALYSIS F
Study of functions of one complex variable. Analytic functions, complex integration, Cauchy's theorem, complex power series, and special functions. Applications to other areas of mathematics and to mathematical physics. Prerequisites: Mathematics 210 and 230 or permission of instructor.

311 INTRODUCTION TO REAL ANALYSIS S
A rigorous one dimensional course covering the following introductory real analysis topics: Axioms for R, boundedness, limits, monotone functions, continuity, uniform continuity, Cauchy criterion for convergence, cluster points, compactness, differentiability, integration, infinite series. Prerequisites: Mathematics 210, 230.

314 NUMERICAL ANALYSIS
Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisites: Mathematics 111, 231 and Computer Studies 112. (Not offered in 1988-89.)

329 NUMBER THEORY F
Mathematical induction, divisibility properties of integers, prime numbers, congruences. Prerequisite: Mathematics 230 or permission of instructor.

330 ALGEBRA I F
A study of algebraic structures with emphasis on groups, rings and fields. Prerequisite: Mathematics 230.

331 ALGEBRA II S
Additional topics in modern or linear algebra such as field extensions, group conjugacy, modules, eigenvalue theory, dual spaces, and unitary spaces. Prerequisite: Mathematics 330 or permission of instructor.

340 GEOMETRY S
Selected topics from affine, Euclidean, non-Euclidean, projective and differential geometry. Prerequisite: Mathematics 230 or permission of instructor.

350 MATHEMATICAL PROBABILITY
Discrete and continuous probability. Distributions, the law of large numbers, the central limit theorem, random variables, generating functions. Prerequisite: Mathematics 210 or permission of instructor. (Not offered in 1988-89.)

351 MATHEMATICAL STATISTICS
A mathematical study of such topics as random sampling, estimation of parameters, confidence intervals and tests of hypotheses, decision theory, regression, analysis of variance and distribution free methods. Prerequisite: Mathematics 350. (Not offered in 1988-89.)

375 COMBINATORICS AND GRAPH THEORY
Enumeration techniques with emphasis on permutations and combinations, generating functions, recurrence relations, inclusion and exclusion and the pigeonhole principle. Graph theory with emphasis on trees, circuits, cut sets, planar graphs, chromatic numbers and transportation networks. Also included will be designs with emphasis on Latin squares, finite projective and affine geometries, block designs and design of experiments. Prerequisite: Mathematics 230. (Not offered in 1988-89.)

410 TOPOLOGY
Point set topology. Such topics as topological spaces, separation axioms, covering properties, metrization, convergence and completeness and homotopy theory. Prerequisite: Mathematics 230. (Not offered in 1988-89.)

411 TOPICS IN MODERN ANALYSIS
Introductory notions of functional analysis. Banach spaces, integration and measure, Hilbert spaces, commutative Banach algebras. (Not offered in 1988-89.)

480 SEMINAR
(Not offered in 1988-89.)

COMPUTER STUDIES MAJOR

The computer studies major is designed to prepare students within a liberal arts setting for careers in the field of computer science. The minimum requirements for the major in computer studies are successful completion of Mathematics 110, 230, Computer Studies 112, 212, 213, 317, 318 and any four additional Computer Studies courses, including 214 and those numbered 300 or above. Mathematics 111, 150 (or 350 and 351 for a stronger theoretical emphasis), 214, 231, 314, 375, Philosophy 335 and Physics 240 are strongly recommended. Computer Studies 110, 111, 115 and internship credit may not be counted toward the major. A reading knowledge of a foreign language is strongly recommended for students who plan to go to graduate school.

Admission to any course in the department requires a grade of C or better in all prerequisite courses.

Computer Studies Courses

110 INTRODUCTION TO COMPUTERS AND COMPUTING F
Liberal arts oriented overview of computer science topics including 7 weeks of programming in BASIC together with aspects of computer architecture, microcomputer applications (spreadsheets, databases, etc.), and societal issues. Weekly one hour session in microcomputer lab. (Not open to students who have completed Computer Studies 111.)

111 INTRODUCTION TO PROGRAMMING IN BASIC FS
Development of programming skills using the BASIC language. General liberal arts orientation with emphasis on problem solving and application to a variety of disciplines. (Not open to students who have completed Computer Studies 110.)

112 INTRODUCTION TO STRUCTURED PROGRAMMING FS
Methodology of structured programming via the Pascal language. Procedures and functions, types, arrays, and records applied to development of techniques and algorithms important in computer science. Emphasis on problem solving and structured, top-down refinement. Prerequisite: strong high school mathematics background or significant previous programming experience.

115 INTRODUCTION TO ADMINISTRATIVE PROGRAMMING AND APPLICATIONS S
Development of the programming language COBOL along with a variety of applications to common business programming situations. Coverage includes sequential and random access files. Prerequisite: Computer Studies 111.

212 ADVANCED COMPUTER PROGRAMMING S
Further exposure to the structured programming techniques of Pascal. Topics include sequential and random files, searching and sorting, static and dynamic storage allocation, recursion and elementary linear data structures such as stacks, queues, and linked lists. Prerequisite: Computer Studies 112.

213 INTRODUCTION TO COMPUTER SYSTEMS F
Computer structure and machine language, specific assembly language development, addressing techniques, input/output techniques, construction of an assembler. Prerequisite: Computer Studies 112.

214 COMPUTER ORGANIZATION AND INTERFACING
Basic logic, digital electronics, microcomputer architecture, hands on laboratory computation and interfacing. Prerequisites: Computer Studies 111 and Physics 121. Cross-listed as Physics 205. (Not offered in 1988-89.)

260 SYMBOLIC LOGIC
An introduction to propositional and predicate logic. Topics include formal semantics, translation, natural deduction, quantification theory and completeness. The relevance of logic to computer theory and artificial intelligence will be stressed. (Cross-listed as Philosophy 335. Not offered in 1988-89.)

317 DATA STRUCTURES AND ALGORITHM ANALYSIS S
In depth study of abstract data structures (linked lists, trees, graphs) and analysis of algorithms. Applications programmed individually and in groups. Prerequisites: Computer Studies 212, Mathematics 230.

318 PROGRAM LANGUAGE ORGANIZATION F
Basic computer linguistics, BNF tables illustrated by Ada or Pascal, static and dynamic storage, control structures, introduction to compiling and interpreting. Prerequisite: Computer Studies 212.

325 ARTIFICIAL INTELLIGENCE F
An introduction to such topics as tree and graph searches, minimax methods and alpha-beta pruning, heuristics, backtracking, natural language processing and computer vision and robotics. Prerequisite: Computer Studies 212.

336 OPERATING SYSTEMS AND SYSTEMS PROGRAMMING
A study of assemblers, linkers, loaders and other systems programs. An introduction to memory, device, and file management in batch, multiprocessing, and time shared operating systems. Prerequisites: Computer Studies 212 and 213. (Not offered in 1988-89.)

434 INTRODUCTION TO THE THEORY OF COMPUTATION S
Formal grammars, sentence derivation and ambiguity, finite state machines, equivalence and reduction, equivalence of right linear grammars and finite state automata, limitations of finite state automata, Turing machines and effective computability, unsolvable problems and NP-complete problems. Prerequisite: Mathematics 230.

461 COMPILER DESIGN
An examination of the major features of a compiler for a high level language. Includes syntactic analysis, symbol table generation, parsing, error recovery, code generation and code optimization. Student will implement a complete compiler to an assigned minilanguage. Prerequisites: Computer Studies 212 and 213. Co-requisite: Computer Studies 318. (Not offered in 1988-89.)

MUSIC

‡Professor Emerita Ann D. Bowen: Music Theory. 20th Century Music History. Piano.
Professor Frank E. Kirby (Chairperson): Music History.
Assistant Professor Mark D. Nelson: Theory. Composition. Director of Instrumental Ensembles.
‡Teaching Associate James Bearden: Clarinet.
‡Teaching Associate Bruce Berr: Piano.
‡Teaching Associate Sally Bowers: Flute.
‡Teaching Associate Paul Bro: Saxophone.
‡Teaching Associate Bruce Carver: Percussion.
‡Teaching Associate John Chapman: Organ.
‡Teaching Associate Evelyn C. Chan: Voice.
‡Teaching Associate Nick Drozdoff: Trumpet.
‡Teaching Associate Linda Larson: Piano.
‡Teaching Associate Leslie Rose: Horn.
‡Teaching Associate Shinobu Sato: Guitar.
‡Teaching Associate Ruth Scheuzger: Violin. Viola.

The Department has three primary goals: (1) to provide students at the College generally with a basic understanding and appreciation of the art of music in all its aspects; (2) to provide opportunities for students to perform and to learn how to perform music, both individually and in ensembles (vocal and instrumental); (3) to provide advanced students with more specific training in music history, theory and composition.

The Department therefore offers courses in music literature and history, theory and composition and Applied Music; it also sponsors several performing ensembles — the Choir, and Madrigal Singers, Wind Ensemble and Jazz Band — which give performances throughout the year. Several of the courses are designed to introduce the student to the field from different

‡Part-time Teaching, 1988-89.

points of view (Music 104, 120, 150, 210, 216, 217 and 227), while the advanced courses, for which ordinarily either Music 104 or 210 is a prerequisite, cover the fields of theory and history systematically; the latter in particular provide electives for students majoring in other fields, notably Art History, History, Literature, Philosophy and Religion. Finally, students may take private lessons (Applied Music) in voice and almost any instrument. The Department has an electronic music and recording studio.

The location of the College among the north shore suburbs of Chicago provides unusual opportunities for students to hear great performing organizations, such as the Chicago Symphony Orchestra and the Lyric Opera and numerous others who visit the city and thus supplement recitals and concerts given on campus. Qualified students may audition for the Lake Forest Symphony, a semi-professional community orchestra.

There are three tracks leading to a major in Music, one emphasizing Music History, a second Music Theory and Composition, a third including a sequence in musical performance (Applied Music). Students should have minimum keyboard proficiency. The courses required for each are as follows:

Music with Track in Music History: 151, 250, 251, 350, 351, 352, 353, one course credit in Applied Music, Choir or Instrumental Ensembles, and in Senior year Independent Study or Thesis for one credit.

Music with Track in Performance: 111, 151, 211, 250, 251, 311, 350, 351, 352, 353 and in Senior year Independent Study consisting of a Recital and an extended paper which count as one course.

Music with Track in Theory-Composition: 1 course credit in Applied Music, Choir or Instrumental Ensembles, 151, 250-251 or 220-320, 2 from group 350-353, 2 other Music courses and in Senior year, for one course credit, either completing and performing an extended composition, or completing an extended paper in music theory.

A reading knowledge in German is encouraged, especially for students who plan to pursue graduate study in Music.

104 PERSPECTIVES ON MUSIC FS Staff
A non-technical introduction to various facets of music through guided listening to selected masterpieces of Western music as well as exposure to folk music, popular music, and Non-Western music. No previous knowledge is needed. Intended for non-majors.

105 AMERICAN MUSICAL THEATRE IN PAST AND PRESENT F Mr. Kirby
A study of representative musical comedies, operettas and related works which will provide topics for papers by students. Emphasis will be placed on relationships to political, social and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are: *The Desert Song, Show Boat, The Three-penny Opera, Porgy and Bess, Oklahoma!, South Pacific, My Fair Lady, A Little Night Music,* and others. The course will also work with word processing. (Also listed as Writing on Special Topics 105.)

108 INSTRUMENTAL ENSEMBLES FS Mr. Nelson
Credit may be earned after a year's participation in the group and completion of a research paper under the supervision of a full-time faculty member. This course is graded only on a Credit/D/Fail basis.

109 CHOIR FS
Credit may be earned after a year's participation in the group and completion of a research paper under the supervision of a full-time faculty member.

111, 211, 311, 411 APPLIED MUSIC FS Staff
Private instruction in piano, organ, orchestral instruments and voice. Weekly lessons of one-half, three-fourths or one hour, for which an additional fee is charged (see "Other Expenses"). May be taken for no credit. For credit, the student must either have Music 150 as pre- or co-requisite, or obtain consent of the Chairperson of the department; the student must satisfactorily complete one year of instruction with weekly lessons of one hour and either perform in a Student Recital or for the faculty of the Department. There will be a charge for the credit. Consult the Business Office. This course is graded only on a Credit/D/Fail basis.

120 SONGWRITING S Mr. Nelson
How to write songs. Emphasis on popular forms in the styles of the 1960's to 1980's, including pop, rock, folk, Broadway and others. Covers text, setting, forms, harmony, instrumentation, arranging, record studio tech-

niques and performance. No previous knowledge of music required.

150 FUNDAMENTALS OF MUSIC F
Mr. Nelson

Introduction to elements and basic principles of tonal music: notation, intervals, scales, rhythm, meter, melody and harmony. Emphasis on listening and creative work. No previous knowledge is required.

151 MUSIC THEORY I S Mr. Nelson

More principles of harmony: enrichments through non-harmonic tones, seventh-chords, modulation. Basic principles of counterpoint. Prerequisite: Music 150 or consent of instructor.

210 INTRODUCTION TO MUSIC LITERATURE

Explanation of basic materials of music leads to the survey of the major musical styles and media of performance from the Middle Ages to the present. Emphasis on listening. (Not offered in 1988-89.)

216 SYMPHONIC MASTERPIECES F
Mr. Kirby

Aspects of the history of the symphony from its inception to the present day.

217 WORLD MUSIC SURVEY

A study of music outside the European "Art" tradition. Prerequisite: Music 104 or a knowledge of materials of music. Offered in alternate years. (Not offered in 1988-89.)

220 COMPOSITION

Intended to spark and guide creative work. An eclectic array of 20th-century composition (from Stravinsky to Cage and Sting) will be studied; technical, aesthetic and cultural issues will be addressed, along with aspects of notation and performance techniques. Composition for any medium (string quartet, magnetic tape, rock band, etc.) will be undertaken. The College's recording/electronic-music studio will be available. Prerequisite: any music course or consent of instructor. (Not offered in 1988-89.)

227 HISTORY OF JAZZ S (A)* Mr. Kirby

Principal styles of representative jazz musicians: the roots (including blues and ragtime); jazz in New Orleans and Chicago; big band, swing bop and fusion (since 1945).

*7½ week course

233 FORM AND ANALYSIS

Study of the principal forms in Western art-music: binary and ternary forms, the sonata, variation and rondo principles, and others, through analysis of individual compositions. Emphasis on forms in tonal music. (Not offered in 1988-89.)

250 MUSIC THEORY II F Mr. Nelson

Chromatic harmony; further study of counterpoint; principles of musical form. Prerequisite: Music 151 or consent of instructor.

251 MUSIC THEORY III S Mr. Nelson

Exploration of the extremes of chromatic harmony (Chopin, Wagner, Brahms, Wolf and others). Analysis and creative work in small and large forms. Prerequisite: Music 250.

305 MUSIC/ART: THE EAR AND THE EYE: COMPARATIVE STUDIES IN MUSIC AND THE VISUAL ARTS

Basic elements and principles in artistic expression; the social and cultural roles of the arts; classic and romantic traditions; art and music in various historical periods. Prerequisites or co-requisites: one course each in Art and Music or permission of instructors. (Identical to Art 305. Not offered in 1988-89.)

320 ADVANCED COMPOSITION

Independent work. (Not offered in 1988-89.)

329 HISTORY OF OPERA

Study of stylistic aspects and analysis of the world's great operas. (Not offered in 1988-89.)

343 AMERICAN MUSIC

Music in the United States from the time of the Pilgrims to the present day. The course includes "art" music, folk music, and jazz. (Not offered in 1988-89.)

350 HISTORY OF MUSIC TO 1750

An introduction to the music of the Middle Ages, Renaissance and Baroque periods. Composers emphasized include Machaut, Josquin, Palestrina, Lassus, Monteverdi, Schütz, Purcell, A. Scarlatti, Handel and Bach. (Not offered in 1988-89.)

351 MUSIC IN THE CLASSIC PERIOD

Representative composers and compositions from c. 1750 to c. 1827. Emphasis on Haydn, Mozart and Beethoven. (Not offered in 1988-89.)

352 MUSIC IN THE ROMANTIC ERA F
Mr. Kirby

Representative composers and compositions from c. 1820 to 1900; emphasis on Schubert, Schumann, Berlioz, Liszt, Brahms and Wagner.

353 20TH CENTURY MUSIC S Mr. Kirby

Trends, techniques, and leading composers of modern music, from the French Impressionists to the present day.

480 SEMINAR IN MUSIC HISTORY

(Not offered in 1988-89.)

PHILOSOPHY

Professor Forest W. Hansen: Aesthetics. Ancient Philosophy. Philosophy of Psychology. Greek Civilization. Philosophy of Education.

†††Associate Professor Abba Lessing: Existentialism. Jewish Studies. Hegel. Philosophy as Literature.

Associate Professor Louis G. Lombardi (Chairperson): Ethics and Political Philosophy.

Assistant Professor Monte S. Hull: Eastern and Comparative Philosophy. History of Philosophy.

Philosophy is one of our oldest disciplines. It is not so much a subject as a particular way of thinking, a critical reflection upon our most important judgments and human experiences. Philosophical skills can be used to put things into perspective, to see the consequences of our views, to assess the justifications of our beliefs, our practices, and our institutions. In pursuing wisdom, clarity, and intellectual responsibility, philosophers have engaged a wide range of issues: the relationship between human beings and nature, the possibility of knowledge, the justification of moral and aesthetic judgments, the basis of legal obligation, the value of justice, the meaning of human existence. Philosophy at Lake Forest College emphasizes the diversity of the discipline. Students have an opportunity to study the main lines of our philosophical heritage as well as the many sides of contemporary philosophical inquiry.

Because of the unusually broad applicability of philosophical reasoning skills, students trained in philosophy are well prepared for careers requiring a capacity for critical judgment. Except where prerequisites are listed, philosophy courses are open to all students. The minimum major requirement of eight courses must include Philosophy 235 (Philosophical Methods); the History sequence, Philosophy 299, 301 and 302; and Philosophy 325 (Major Ethical Theories). Philosophy 100 may not be counted toward the major. While internships are encouraged, they do not count toward the eight courses needed for the major.

†††Sabbatical Leave of Absence, Spring, 1989.

100 REASONING: THEORY AND PRACTICE

Development of critical reasoning skills through the study of traditional and informal logic. Practice in analyzing and evaluating arguments. Topics include deductive and inductive fallacies, language and meaning, theory of the syllogism and causality. (Not offered in 1988-89.)

110 INTRODUCTION TO PHILOSOPHY FS

Staff

A general introduction to the scope and variety of philosophical thinking with emphasis on classical theories and contemporary controversies.

120 CONTEMPORARY ETHICAL ISSUES S

Mr. Lombardi

Discussion of current and controversial ethical issues such as euthanasia, moral obligation and the environment, sexual morality, abortion, discrimination, and preferential treatment. Particular attention will be given to the application of some major ethical theories to these contemporary problems.

125 LAW AND FREEDOM

Examination of the conflict between law and freedom as it arises in many realms, including politics, morality and human psychology. Topics will include free will vs. fatalism and determinism, moral law and individual responsibility and civil law vs. individual beliefs and choices. (Not offered in 1988-89.)

200 GENDER POLITICS: PHILOSOPHICAL INVESTIGATIONS

Examination of the basic tenets of feminism and their relationship to three central topics in social philosophy: justice, freedom and equality. Particular issues to be discussed include androgyny, sexist language, marriage and family, birth control and abortion, and preferential hiring. (Not offered in 1988-89.)

201 MEDICAL ETHICS

Critical examination of ethical issues arising in the application and organization of biomedical resources. Problems touch on topics such as abortion, malpractice, patients' rights, experimentation with human subjects, distribution of medical care and medical education, allocation of scarce medical resources, concepts of death, genetic research. (Not offered in 1988-89.)

203 BUSINESS AND PROFESSIONAL ETHICS FS

Mr. Lombardi

Analysis and evaluation of ethical problems in business and the professions. Attention will be given to the moral foundations for and limits on business activities, the idea of professional responsibility, and the relationship between professional and business obligations and general moral obligations.

220 PHILOSOPHY OF EDUCATION S

Mr. Hansen

Survey of contemporary theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (Cross-listed as Education 220.)

225 COMPARATIVE PHILOSOPHY: EAST AND WEST F

Mr. Hull

Comparative investigation of Eastern and Western philosophical sources; elucidation and critical examination of fundamental presuppositions, unique conceptual formulations, and alternative approaches to general philosophical issues.

230 PHILOSOPHY AND LITERATURE

The question of meaning in and of literature. Illustrated with the study of works by Dostoevsky, Kafka, Sartre, DeSade, Stendhal, Philip Roth and Elie Wiesel. Critical theories of Nietzsche, Roland Barthes, Jacques Derrida and William Gass will be discussed. (Cross-listed as CWL 230. Not offered in 1988-89.)

235 PHILOSOPHICAL METHODS: ARGUMENTS AND THEIR ANALYSIS F

Mr. Hull

An introduction to various areas of reasoning, including Aristotelian logic, propositional logic, and inductive reasoning. Principles covered are primarily nonformal (i.e., nonmathematical) and are ones of greatest interest to students majoring in philosophy and other traditional humanities disciplines, including legal studies.

240 PHILOSOPHY OF LAW F

Mr. Lombardi

Survey of some main philosophical theories about the nature and justification of law, with intensive examination of several key philosophical problems as they arise in workings of the American legal system. Readings drawn from law and philosophy.

250 PHILOSOPHY OF RELIGION F
Mr. Lessing

Relationships between religious practice and reason through a close look at the nature of religious experience, the role of tradition, ritual and myth. Specific emphasis will be placed on the role of texts within religion and the philosophical understanding of texts. Readings in Hume, James, Heschel, and Gershom Scholem, with special attention to **Job, Song of Songs, Kohelet** and **Kabbalah.**

260 ESTHETICS: REFLECTIONS ON ART

Philosophical approach to understanding the creative process, the nature of art works and appreciation, and the foundations of esthetic criticism. Review of theories concerning visual arts, music, literature, dance, drama, film and architecture as a basis for theory development by each student. (Not offered in 1988-89.)

270 PHILOSOPHICAL FOUNDATIONS OF POLITICAL IDEOLOGIES

Examination of contemporary philosophical justifications for liberalism, libertarianism, socialism. Emphasis on differences in views of human nature, freedom, and the ideal society. Readings from John Rawls, Robert Nozick, Herbert Marcuse. (Not offered in 1988-89.)

275 ASIAN PHILOSOPHY S Mr. Hull

In-depth examination of selected thinkers or textual sources, ancient and modern, from Indian, Chinese, and Japanese traditions. Examination of issues such as perception, knowledge, creativity, and freedom, as well as of distinctive Asian concepts of nirvana, no-self, and tao.

280 DIALOGUE S Mr. Hull

Traditional and non-traditional philosophic areas not covered elsewhere in the curriculum. Topic for 1988-89: Nature and the Environment.

299 HISTORY OF WESTERN PHILOSOPHY: ANCIENT GREECE F Mr. Hansen

Nature of reality, knowledge, morality, and the ideal life traced from the pre-Socratics through Plato, Aristotle, and post-Classical thinkers to its emergence in medieval philosophy. Major focus: methods and world-views of Plato and Aristotle.

301 HISTORY OF WESTERN PHILOSOPHY: 17TH & 18TH CENTURIES S
Mr. Hansen

17th and 18th century European philosophers. The divergent positions of Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume culminating in the synthesis of Kant. Prerequisite: 110, 299, or consent of instructor.

302 HISTORY OF WESTERN PHILOSOPHY: THE 19TH CENTURY F Mr. Lessing

Idealism, romanticism, existentialism, vitalism and pragmatism. Readings in Hegel, Kierkegaard, Marx, Nietzsche, Bergson, James, Husserl and Freud. Prerequisite: 110, 299 and/or 301, or consent of instructor.

310 20TH CENTURY: ANGLO-AMERICAN PHILOSOPHICAL THOUGHT

Investigation of recent trends in American and British philosophy. Major focus will be on philosophical issues raised by the scientific study of language. Readings will be drawn from selected works of Frege, Russell, Wittgenstein, Quine, Putnam, et al. (Not offered in 1988-89.)

320 20TH CENTURY: PHENOMENOLOGY, EXISTENTIALISM, STRUCTURALISM AND DECONSTRUCTION

20th century continental philosophy, moving from the primacy of "lived existence" to the problematics of texts. Readings in Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty, Martin Buber, Roland Barthes and Jacques Derrida. (Not offered in 1988-89.)

325 MAJOR ETHICAL THEORIES S
Mr. Lombardi

Investigation of principal Western theories of ethics. Issues include the foundation of morality in reason or sentiments, the fundamental principle of morality, the relationship of morality to character, and the demands of morality on human action. Readings from philosophers such as Aristotle, Hume, Mill, Kant and Ross. Prerequisite: Philosophy 110, 120, 125, or consent of instructor.

335 SYMBOLIC LOGIC

An introduction to propositional and predicate logic. Topics include formal semantics, translation, natural deduction, quantification theory and completeness. The relevance of logic to computer theory and artificial intelligence will be stressed. (Cross-listed as Computer Studies 260. Not offered in 1988-89.)

480 SYMPOSIUM

Seminar primarily for junior and senior majors, though open to non-majors with the instructor's permission. (Not offered in 1988-89.)

PHYSICS

§Professor Bailey Donnally: Atomic Structure. Atomic Collisions. Electronics. Photography.
Professor Roger J. Faber (Acting Chairperson): History and Philosophy of Science. Chemical Physics.
†Professor Tung H. Jeong (Chairperson): Coherent Optics. Holography. Laser Applications.
Assistant Professor Bruce E. Bernard: Precision Measurements. Gravity. Computer Interfacing.
Instructor Michael M. Kash: Lasers. Atomic Physics. Quantum Theory.

Physics is an important basic part of our knowledge of the natural world. The study of physics also provides insight into the development of modern culture, since practical applications of physics change the way we live, and the concepts of physics help to shape contemporary ideas about the cosmos and our place in it.

The scope of physics embraces the full range of physical dimensions in space and time: from the smallest subatomic particles to the edge of the universe, from the slow drift of the continents to the speed of light, from absolute zero to stellar temperatures, from low frequency radio waves to gamma rays. Anyone who has a curiosity concerning natural processes will want to understand the physical laws that govern them.

On the practical level, discoveries in physics touch us in our daily lives. Consider the impact of the dynamo, radio, transistors, lasers, nuclear weapons, NMR, etc. A responsible citizen must strive to understand the fundamental concepts in order to help make decisions that will decide our fate.

Within our small faculty, we cover a wide range of student interests, from serious majors who plan for a professional career in physics to artists who want to make holograms. Besides a well-stocked collection of all the standard equipment for teaching, our laboratory is among the most well equipped in this country in lasers and electro-optical instruments

§Provost and Dean of the Faculty.
†Sabbatical Leave of Absence, 1988-89.

for undergraduate research. Our staffed machine shop helps the science departments create and maintain equipment. Students are encouraged to work with individual faculty members in research, with or without credit. By the time they graduate, many of our majors have gained practical experience in the laboratory beyond what can be learned in standard courses.

Students interested in electrical or mechanical engineering should consider majoring in physics in our 3-2 program described on page 61. In recent years, the field of medicine has become increasingly technically oriented in areas such as electronic instrumentation, computer interfacing, laser surgery, and nuclear medicine. Premedical students should consider majoring in physics along with other traditional fields. All other students who wish to explore physical principles with emphasis on concepts rather than mathematics should consider the 100 series of offerings.

Physics 120 and 121 are introductory courses all science and mathematics majors should take. Physics majors are required to take 120, 121, 210, 230, 250, 310, and 311. Exceptions can be made to this rule in special cases by the department chairperson, such as late decisions to major in physics.

106 LIGHT, SOUND, AND THE WORLD OF WAVES

Behavior of waves, including water, sound, radio waves, and light. Optics of lenses and mirrors. Lasers and holography. Musical instruments. Lectures and demonstrations. No laboratory. (Not offered in 1988-89.)

107 CHANCE, FATE AND PHYSICAL LAW F Mr. Faber

Does everything happen because it must or is there room for freedom and novelty in natural events? In this course we trace attempts to answer that question through the history of physics as we follow the development of ideas about causality, space, and time. We examine three revolutions that have changed these concepts, namely those inspired by the classical mechanics of Newton, by Einstein's Theory of Relativity, and by Heisenberg's Principle of Indeterminacy. The first two support, whereas the third undermines, the belief that every event is determined to be the way it is by a rigid network of cause and effect. Lectures and demonstrations; no laboratory.

108 ENERGY: PROSPECTS AND ALTERNATIVES

How can the world's growing demand for energy be satisfied? Merits of present and proposed energy conversion methods. Problems with regard to environmental degradation, distribution, storage, cost, availability. Basic physical principles of various energy systems. No higher mathematics required. Two three-hour lectures and demonstrations per week. No laboratory. (Not offered in 1988-89.)

109 ASTRONOMY AND COSMOLOGY S(B)* Mr. Bernard

The solar system and planetary motion, the nature and evolution of stars, star clusters, and galaxies and the structure and origin of the universe. Three hours of lecture per week; indoor laboratory work, and observations as weather permits.

110 INTRODUCTORY PHYSICS

A complete course (with Physics 111) in physics without calculus. Kinematics and Newton's laws of motion, conservation principles, gravitation, fluid statics and dynamics, thermodynamics, kinetic theory of gases, waves, oscillations. Three lectures and one lab each week. Prerequisite: algebra and trigonometry. (Not offered in 1988-89.)

111 INTRODUCTORY PHYSICS

Electric and magnetic fields. AC and DC circuits. Electromagnetic waves. Geometric and wave optics. Concepts of modern physics and quantum theory. Three lectures and one lab. Prerequisite: Physics 110. (Not offered in 1988-89.)

120 GENERAL PHYSICS F Mr. Faber
(1½ credit course)

Newton's laws of motion, conservation of energy and momentum. Types of motion treated include: translation, rotation, oscillation. Traveling and standing waves, thermodynamics, and kinetic theory, gases and pipes. Five lectures, one lab per week. Prerequisite or corequsite: Mathematics 110 or 115.

*7½ week course

121 GENERAL PHYSICS S Mr. Faber
(1½ credit course)

Electric and magnetic fields. Circuit elements in both DC and AC circuits. Electromagnetic waves, geometric optics of mirrors and lenses. Interference and diffraction phenomena in light. Five lectures, one lab per week. Prerequisite: Physics 120. Prerequisite or corequisite: Mathematics 111 or 116.

205 COMPUTER ORGANIZATION AND INTERFACING

The basic components of a simple computer and how they work together. Programming a computer in machine language. Methods of interfacing a computer to the "real world". Real-time applications in the laboratory. Two lectures and two laboratory sessions per week. Prerequisites: Computer Studies 111. (Cross-listed as Computer Studies 214. Not offered in 1988-89.)

210 ATOMIC AND NUCLEAR PHYSICS F Mr. Kash

The theoretical and experimental investigations of atomic, solid state, nuclear, and particle physics, including the special theory of relativity and quantum mechanics as applied to atomic spectra. Also included are elements of X-ray, NMR, nuclear counting techniques, half-life measurements, neutron activation and other nuclear techniques. Three lectures, one lab per week. Prerequisites: Physics 121 and Mathematics 111.

230 THERMODYNAMICS S Mr. Kash

Fundamental ideas of temperature, heat, equilibrium, and entropy. Primarily macroscopic, but with some emphasis on the microscopic, statistical basis of thermodynamics. Prerequisites: Physics 121 and Mathematics 111.

240 ELECTRONICS F Mr. Bernard

Transistors, diodes, and their application in electronic circuits. Amplifiers, oscillators, logic circuits, computing circuits. Electronic instruments and measurements. Three lectures, one lab per week. Prerequisite: Physics 121.

250 ANALYTICAL MECHANICS S Mr. Bernard

Mathematical physics in the field of mechanics. Mechanics of single particles, systems of particles, rigid bodies, vibrations, and wave motion. Prerequisites: Mathematics 111 and Physics 120.

310, 311 ELECTRICITY AND MAGNETISM I & II

Electrostatics and solutions of electrostatic problems. Microscopic theory of dielectrics. Magnetic field of a steady current and the microscopic theory of magnetic properties of matter; Maxwell's equations, radiative phenomena, electrodynamics and elements of modern optics. Four lectures per week for 310. Three lectures, one lab per week for 311. Prerequisite: Physics 210, Math 210 corequisite. (Not offered in 1988-89.)

350 MODERN OPTICS

A study of physical optics including topics in interference, diffraction, scattering, polarization, absorption, lasers, and applications. Three lectures, one lab per week. Prerequisite: Physics 121. (Not offered in 1988-89.)

410 ADVANCED ANALYTICAL MECHANICS

Emphasis on generalized coordinates. Newtonian, Lagrangian, and Hamilton-Jacoby theories in mechanics. Prerequisites: Physics 250 and Mathematics 210. (Not offered in 1988-89.)

420, 421 QUANTUM MECHANICS I & II

Formal, deductive approach to the quantum theory, with applications to atoms, molecules, and solids. Four lectures per week for 420. Three lectures, one lab per week for 421. Prerequisites: Physics 210 (or permission of instructor) and Mathematics 210. (Not offered in 1988-89.)

POLITICS

Professor Jonathan F. Galloway: International Relations. Political Economy.
Professor Charles A. Miller: American Constitutional Law. Civil Liberties.
Associate Professor Paul B. Fischer: Local and Regional Studies. American Politics.
Associate Professor W. Rand Smith (Chairperson): Comparative Politics. American Politics. Political Economy.
Assistant Professor Claudio J. Katz: Political Philosophy. American Politics. Comparative Politics.
Assistant Professor Ghada Hashem Talhami: Third World Politics. Women's Studies.

The study of politics is an attempt to make sense of and impose order on the phenomena of human governance. It has to do with power and authority, legislatures and courts, sovereignty and status, war and peace, ideologies and the public welfare. It can be studied through the history of peasant rebellions and municipal elections, through the discussion of justice and equality. It intersects with culture and economics. Research may be conducted by interview and microfilm, with the techniques of statistics and simulation and the aid of bibliographies and computers. One can breathe politics by living abroad, participating in campaigns, or working as an intern.

The courses in the Politics Department are designed to permit both majors and non-majors to study these themes and methods of politics. The major in the Department consists of a minimum of eight courses: two introductory courses (110 and 120) and six advanced courses. Under unusual circumstances an upper-level course may be substituted for an introductory course. The advanced courses must include (a) at least three at the 300-level or higher; and (b) one from each of the five subfields of politics, and in the following fashion: American Politics (220, 221, 222, 223, 320 or 322); Comparative Politics (210, 211, 212, 216, 217 or 219); International Relations (240 or 340); Political Theory (any 300-level course); and Public Law (360 or 365). The Department encourages study beyond the required courses, especially at the 300-level, in the senior seminar, and in courses arranged individually — tutorials, independent research, internships, and senior thesis.

Notes on the introductory courses. (1) Politics 110 and 120 are independent of each other and may be taken in either order. (2) Each course is the normal prerequisite for further courses in the relevant area, but this may be waived with the permission of the instructor of an advanced course. (3) The two courses are designed for freshmen and sophomores. Juniors and seniors interested in a first course in politics should consult departmental faculty for advice; they may enroll in a 100-level course only with the written permission of the chairperson.

110 INTRODUCTION TO POLITICS FS
Mr. C. Miller, Mr. Galloway, Mr. Smith, Ms. Talhami
Basic concepts in political science; selected political systems outside of United States; some reading in political theory; topics in international relations. Note: Politics 110 is not a prerequisite for Politics 120.

120 INTRODUCTION TO AMERICAN POLITICS FS Mr. Fischer, Mr. Katz
Origins of the American political system, basic institutions, political parties and interest groups; evolution of constitutional interpretation.

210 WESTERN EUROPEAN POLITICS
F Mr. Smith
A comparative study of the government and politics of Great Britain, France and the Federal Republic of Germany.

211 COMPARATIVE COMMUNIST SYSTEMS S(B)* Mr. Smith
Political systems of the Soviet Union, Eastern Europe, and China.

212 POLITICS OF THE THIRD WORLD S
Ms. Talhami
Special topics relating to Third World Nations in Africa and Asia, e.g., industrialization and ecology; power and authority in non-industrial society and culture.

214 THE POLITICS OF SOUTH AFRICA
F Ms. Brock
An examination of South African political institutions. Related topics include the religious justification for white supremacy, the growth of Afrikaaner identity, and the politics of patronage. The course will also cover the white regime's strategies for sharing power, the impact of foreign corporations and the growth of the Black national movement.

215 POLITICS AND CULTURE OF JAPAN
An introduction to Japanese society, politics and culture. Prerequisite: Politics 110 or Sociology and Anthropology 110 or consent of instructor. (Not offered in 1988-89.)

216 THE POLITICS OF THE MIDDLE EAST
F Ms. Talhami
Study will focus on the Arab states while considering such important themes as modernization/development, the military, the role of religion, intra- and extra-regional relations, oil, the Arab-Israeli crisis and Lebanon.

217 INTRODUCTION TO BLACK SUB-SAHARAN AFRICA
A survey of the geography, social and political history, and post-independence politics of Black Africa. (Cross-listed as History 217. Not offered in 1988-89.)

219 THE POLITICS OF LATIN AMERICA F
Mr. Katz
An introduction to politics and social change in Latin America. Study will focus on several Latin American countries and on special topics such as human rights, religion, the military, land reform, women and population policy.

220 POLITICAL PARTIES F Mr. Fischer
American parties, pressure groups, and electoral problems.

221 THE PRESIDENCY S Mr. Fischer
An analysis of the executive in national government. There will be special emphasis on the three elections of the 1980's.

222 CONGRESS F Mr. Katz
The United States Congress is studied with respect to representational styles, institutional roles and organization, and electoral trends.

223 URBAN AND SUBURBAN POLITICS
Problems of political and social organization in central cities and suburbs. Topics include local political parties, machines, mayors and city managers, and differences between big city and suburban politics. (Not offered in 1988-89.)

*7½ week course

240 AMERICAN FOREIGN POLICY FS
Mr. Galloway
The roles of culture, history, the separation of powers, and various elites and interest groups in influencing foreign policy; problems of morality, rationality, and the national interest; chronological survey of various issue areas since World War II.

241 THE VIETNAM WAR S(A)* Mr. Smith
Vietnam's domination by China, France, and the United States. Analysis of the "final" Vietnam war from the perspectives of the United States and Vietnam. Prerequisites: Politics 110 or 120; or sophomore standing; or consent of instructor.

250 INTRODUCTION TO POLITICAL THEORY F Mr. Katz
The course will examine the various meanings and importance that have been attributed to such concepts as freedom, equality, justice, morality, patriotism and citizenship.

251 LIBERALISM
Central concepts of liberalism as a political tradition from the 17th century to the present: liberty, equality, property, diversity; readings from Hobbes, Locke, Federalist Papers, J.S. Mill, T.H. Green, Rawls. (Not offered in 1988-89.)

255 AMERICAN POLITICAL THOUGHT S Mr. C. Miller
Central themes of American political discourse: equality, liberty, minority rights, states' rights, and civil disobedience; readings from Jefferson, Hamilton, Madison, DeTocqueville, Calhoun, Lincoln, Brandeis, M.L. King, and contemporary theorists.

260 LAW AND THE POLITICAL SYSTEM
Interrelations between law and the political system in the United States: the Constitution, legislation, administrative regulation, judicial decisions; courts in politics; federalism; vigilante law. Prerequisites: Politics 120 or sophomore standing. (Not offered in 1988-89.)

*7½ week course

270 BUSINESS AND SOCIETY
Studies of the private and public sectors in the United States; the comparative role of markets and plans in producing and allocating wealth; the political economy of regulation; and the issues of social justice and corporate responsibility will be analyzed in theory and through the case study method. (Not offered in 1988-89.)

290, 291 TUTORIAL
To be arranged individually with an appropriate faculty member.

310 COMPARATIVE PUBLIC POLICY
Study of the impact of public policy from a cross-national perspective. We will examine the structure and aim of government policies in the advanced capitalist democracies, including economic policy, taxation, education, health, housing, income maintenance and defense. We will also assess the consequences of these policies for social equity and security, and for economic growth. (Not offered in 1988-89.)

316 PAN-ARABIST AND PAN-ISLAMIC MOVEMENTS S Ms. Talhami
The life of the Prophet Muhammad as a role model for patterns of modern political leadership and socio-economic underpinnings of Pan-Arabist and Pan-Islamic Movements; role of Christian Arabs and missionary education in the development of modern nationalism; differences between Sunni and Shi'i fundamentalist thought; rise of mass political parties. Seminar format.

318 TOPICS IN COMPARATIVE POLITICS
F Ms. Talhami
The topic for 1988-89 is Islam in Africa: The historic conditions leading to the spread of Islam in Sub-Saharan Africa; emphasis on the socio-economic consequences of Islamization, both in East and West Africa, and on the nationalist and mobilizational role played by Sufi orders on the eve of colonization; two cases of modern Islamic politics in detail — the particularist politics of Nigerian Islam and the fundamentalist and revivalist politics of Sudanese Islam.

320 PUBLIC ADMINISTRATION
Analysis of the "accomplishing" side of government: how policies move from the decision stage into action. Emphasis on the structure and process of government organizations, and on the implementation,

management and evaluation of programs. Some consideration of government-business relationships and trends toward deregulation and the privatization of government services. (Not offered in 1988-89.)

321 U.S. ENERGY POLICY
Examination of the policy process surrounding production and use of energy resources — oil, gas, coal, nuclear and solar. Topics include: energy corporations, OPEC, energy and American foreign policy, energy development vs. environmental protection, and political conflicts over energy use. (Not offered in 1988-89.)

322 URBAN PUBLIC POLICY
An examination of a number of policy areas such as education, race, housing, crime and transportation, as they relate to the future of American cities. (Not offered in 1988-89.)

328 TOPICS IN AMERICAN POLITICS
(Not offered in 1988-89.)

330 POLITICAL BIOGRAPHY
An examination of traditional and psychoanalytic biographies of important political figures, such as Wilson, Gandhi, Hitler, L.B. Johnson. What are the opportunities and risks of understanding politics from the perspectives of the personalities of individual leaders? What is the impact of personality upon the policies of statesmen and states? (Not offered in 1988-89.)

340 WORLD POLITICS F Mr. Galloway
Continuity and change in international relations; consideration of the causes of war and the conditions of peace.

345 TOPICS IN INTERNATIONAL RELATIONS S Mr. Galloway
The topic for 1988-89 is "Outer Space." (Cross-listed as International Relations 345.)

351 MARXIST THEORY AND MODERN CAPITALISM S(B)* Mr. Katz
The relevance of Marxist approaches to the study of contemporary capitalist societies, especially the United States, Western Europe, and Japan. Themes include: evolution of work and class structure, development of the modern corporation, international division of labor, role of the state in capitalist society, and forms of class consciousness and class conflict.

353 TOPICS IN POLITICAL THEORY
(Not offered in 1988-89.)

357 POLITICAL THOUGHT: PLATO TO AQUINAS
Western political thought from the Greeks through the Middle Ages. (Not offered in 1988-89.)

358 POLITICAL THOUGHT: MACHIAVELLI TO THE PRESENT S(A)* Mr. Katz
Selected political philosophies from the 16th century to the present.

360 AMERICAN CONSTITUTIONAL LAW F Mr. C. Miller
A study through Supreme Court cases of major themes in American constitutional law from 1789 to the present.

365 CIVIL LIBERTIES S Mr. C. Miller
Problems in civil liberties and civil rights relating law to political culture. U.S. court cases, materials from other countries, selected theoretical works.

390, 391 INDEPENDENT RESEARCH
To be arranged individually with an appropriate faculty member.

395, 396 INTERNSHIP IN POLITICS S Mr. Fischer
Relates theory to practice by placing students in governmental agencies, community interest groups, and other political environments. For more details, see page 16. (2 course equivalents.)

480 SENIOR SEMINAR F Mr. Smith
The 1988-89 topic is Nation States in a Troubled World Economy. Focus is on how selected nations have adapted their economic and industrial strategies to deal with a rapidly changing global economy in the 1970's and 1980's. Examination of such countries as the United States, Britain, France, China, Soviet Union, and Japan.

490, 491 SENIOR THESIS
To be arranged individually with a faculty supervisor.

*7½ week course

PSYCHOLOGY

†††Professor Ronald H. Forgus: Personality. Cognition-perception. Motivation. Clinical psychology and therapy.
Professor Robert B. Glassman: Brain function. Brains and computers. Learning and instinct. Philosophy of science.
Professor David L. Krantz: History and systems of psychology. Theories of madness. Social psychology of science.
Professor Claire F. Michaels (Chairperson): Perception. Experimental psychology. Information processing. Psycholinguistics.
*Associate Professor Charles F. Behling: Personality. Counseling and clinical. Social psychology. Interpersonal and Mass Communication. Race and diversity.
§Associate Professor Phylis M. Frankel: Counseling and clinical. Educational psychology. Diagnostic assessment. Child development.
Associate Professor Stephanie Riger: Community psychology. Psychology of women. Organizational psychology.
Assistant Professor Naomi Wentworth: Developmental Psychology. Motivation. Mathematical Psychology.
‡Lecturer Kathryn Dohrmann: Health Psychology, Developmental Psychology. Sexuality.
‡Lecturer Barbara Stadheim: Counseling and Clinical. Substance abuse. Diagnostic assessment.

At Lake Forest College, psychology is both a science and a humanistic endeavor. Through critical analysis and experimentation, we seek an understanding of the phenomena of mind and behavior and the discovery of principles and laws that determine how and why human beings and animals behave as they do. We emphasize the meaning of those phenomena, principles, and laws for our own lives and we try to foster sensitivity and wise responsiveness to

§Part-time Teaching and Director of the Counseling Center
‡Part-time Teaching, 1988-89.
†††Sabbatical Leave of Absence, Spring 1989.
*Leave of Absence, 1988-89.

human problems. In keeping with this spirit, the department has set three broad goals. First, and most obviously, we want our students to have a clear understanding of the fundamentals of psychology — the principles, the phenomena, and the laws. Second, we want our students to be able to "think like psychologists" in applying those fundamentals to analyze scientific, personal, and social issues and for that to be part of the way they approach the world. Third, since psychology is laden with values, we believe it is critical that our students understand how their own values relate to the values inherent in the field.

Psychology majors and their advisors design individual programs to both meet these goals and satisfy the special needs and interests of the student. The psychology major has three sets of requirements:

1. 110 and 220 — Basic courses which survey the field of psychology and explore its conceptual and quantitative foundations.
2. Two of the following three: 310, 320, and 370 — Courses which cover the basic processes (perception, learning, and brain function) that provide the fundamentals of behavior.
3. 400-level — Students must complete at least one senior level course or Senior thesis.

In addition to these requirements, the department asks that psychology majors consider the following:

- Success in psychology is enhanced by substantial exposure to scientific and quantitative material. Therefore, psychology majors (especially those considering graduate work) are encouraged to take courses in other sciences and mathematics.
- Psychology is a broad and diverse field. First, some content areas in psychology fall within natural science and others fall within social science. Second, psychology is concerned with both theoretical issues and applied issues. Third, the perspectives of individual faculty members are radically different. We encourage psychology majors to seek broad exposure across each of these three domains.
- Since all professional activity in psychology requires the ability to evaluate original research literature and much professional activity requires the ability to perform such research, applications for professional work or graduate study are sometimes rejected without study equivalent to Psychology 420.
- While the classroom and library are our centers of learning, many students find that their passion for psychology is best expressed in their independent work — in their own research projects, tutorials, and senior theses as well as internships and practicums off campus in psychological settings. Majors are encouraged to take advantage of these opportunities.

110 SURVEY OF PSYCHOLOGY FS
Ms. Dohrmann, Mr. Forgus, Mr. Glassman, Ms. Michaels, Ms. Wentworth, Staff

A review of contemporary psychology, including considerations of learning, perception, motivation, emotion, development, personality, and social interaction.

115 HOW TO BE SANE IN A CRAZY WORLD S
Mr. Krantz

"Everybody is crazy except you and me, and sometimes I worry about you." So goes the argument of some recent critics, like R.D. Laing, of contemporary views of sanity. How plausible are the differing positions about sanity? What implications do these views have for successful living in the world? These two questions provide the focus for class lectures and discussions. The class will make several extended visits to mental hospitals.

210 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE FS
Ms. Dohrmann, Ms. Riger, Ms. Wentworth, Staff

The development of personality from conception through adolescence, with emphasis on the adaptive personality and on social issues associated with growth. Consideration of the interactions of cognitive, social, and physical processes in personality development. Prerequisite: Psychology 110.

211 ADULTHOOD AND AGING F
Ms. Wentworth

Examination of developmental processes associated with maturity and old age. Change, crises, and continued growth are assumed to be integral aspects of development during these time periods. Personality development will be approached in a holistic fashion, with attention given to physical and intellectual functioning. Prerequisite: Psychology 110.

220 CONCEPTUAL AND QUANTITATIVE FOUNDATIONS OF PSYCHOLOGY FS
Mr. Krantz

Examination of assumptions underlying psychological theorizing, research, methodology, and quantification. Application of research techniques and conceptual measurement. Prerequisite: Psychology 110.

225 SUBSTANCE ABUSE FS
Ms. Frankel, Ms. Stadheim

A study of personality characteristics related to alcohol and substance abuse; psychological consequences of dependency and addiction. Therapeutic techniques and treatment programs will be examined in depth. Prerequisite: Psychology 110.

235 THE MEDIATION OF CONFLICT: FROM HUMAN DESTRUCTION TO COHESION

Contemporary psychological and ethnological research on human bonding and hostility. Applications of this research to such current problems as race and religious conflicts, family abuse, murder and disintegration, war and peace. Implications for improved social education and social organization. Emphasis will be placed on the practice of mediation to resolve disputes. Prerequisite: Psychology 110 or permission of instructor. Students with other career interests, such as Business, International Relations, and Law, are invited to join psychology majors in this course. (Not offered in 1988-89.)

310 BASIC PROCESSES: PERCEPTION S
Ms. Michaels

Covers visual and auditory perception from several perspectives. Analysis includes anatomy and physiology, information processing approaches, speech production and perception, historical perspectives, and the theory of "direct perception". Prerequisite: Psychology 220 or permission of instructor.

318 PSYCHOLOGY APPLIED TO EDUCATION S(A)*
Ms. Frankel

Principles of psychology as applied to the teaching-learning situation. Emphases include the socio-emotional contexts of education and the identification and characteristics of students with special needs, including those with learning disabilities. (Identical to Education 318.) Open to underclassmen, but preference given to juniors and seniors. Prerequisite: Psychology 210 or permission of instructor.

320 BASIC PROCESSES: LEARNING FS
Mr. Glassman

A survey of approaches to the study of learning, with emphasis on experimental studies. Topics covered will include behaviorism, thinking, language, motor skills, social learning, and brain functions in learning. A major theme of the course will be to ask to what degree people and other organisms rely on inborn instincts versus to what degree they rely on learning. To this end, we will discuss some aspects of the controversial field of sociobiology and we will discuss the role of symbols in contemporary life. Several class sessions will be devoted to laboratory experiences, e.g., verbal learning in humans and lever-pressing of rats. Prerequisite: Psychology 220 or permission of instructor.

325 PSYCHOLOGY OF SELLERS AND CONSUMERS

This course joins some of the ideas of academic psychologies with practical concerns of the marketplace. For example, the psychology of perception is relevant to an experiment, carried out in class, on estimations of package sizes; social psychology of attitude change is relevant to questions about how new products can be introduced or old ones modified. One part of the course involves systematic examination of advice given in sales manuals. Another topic concerns the ethics of selling and the nature of a "consumer society." Students do projects and present results in class. (Not offered in 1988-89.)

330 MOTIVATION

A study of the origins and arousal of the range of motives in human personality (including motives for love, sexuality, competency, security and creativity). Human values, ethics and emotions will be considered as vital components of motivation. Important positive and negative aspects of motivation (such as satisfaction, peak experiences, fulfillment, frustration, conflict, violence and then redirection) will also be treated. Neuropsychological evidence as used in clinical practice will be brought to light. Prerequisite: Psychology 210 or permission of instructor. (Not offered in 1988-89.)

*7½ week course

340 PSYCHOLOGY OF WOMEN F
Ms. Riger

Being female — what it means in our society, what it means biologically, and how all of this is incorporated into the behavior, thoughts and feelings of girls and women. Prerequisite: Psychology 110.

345 ORGANIZATIONAL AND INDUSTRIAL PSYCHOLOGY FS Ms. Riger

The human side of management; why people work; increasing workers' motivation; enhancing the productivity of work groups; interpersonal relations in work settings; effective leadership in organizations. Prerequisite: Psychology 110.

350 ABNORMAL PSYCHOLOGY S
Mr. Krantz

Origins, treatment, and case studies of common behavior disorders analyzed in the context of adaptive personality development. Prerequisite: Psychology 210 or permission of instructor.

355 SOCIAL PSYCHOLOGY F
Staff

The individual in society: the social psychology of communications, the study of the formation and alteration of social perceptions and attitudes; groups and their dynamics; cooperation, competition, and conformity in groups; racial, sexual and other social stereotypes, mass communication. Prerequisite: Psychology 110.

365 PSYCHOLOGY OF HUMAN SEXUAL BEHAVIOR S Ms. Dohrmann

Integration of available research and theory in psychological, biological, and social aspects of human sexual behavior. Topics include: the anatomy and physiology of sex and reproductive processes, psychosexual development, sexual identity and object choice, sexual relationships and transactions, sexual health, sexual therapies, sexual lifestyles, sexual issues and the law, social and personal sexual value systems.

370 PHYSIOLOGICAL PSYCHOLOGY S
Mr. Glassman

How the brain participates in psychological processes: perception, motivation, learning, movement, language, consciousness. Discussion of the action of drugs that affect awareness. Laboratory involves brain stimulation, recording, and ablation experiments in animals and demonstration of human brain waves. Prerequisite: Psychology 220.

375 HUMAN PERSONALITY F Mr. Forgus

The organization of personality, studied in the context of adaptive behavior and cognitive functioning. Topics include: theories, structure, dynamics, development, assessment, disorders, adaptive behavior and effective personality change. Prerequisite: Psychology 210 or permission of instructor.

380 PRACTICUM: WORKSHOP IN HELPING SKILLS S Ms. Riger

Supervised practice in applying psychological principles in research or service settings. Open to junior and senior psychology majors with permission of instructor. (Because the practicum experience varies, students may be permitted to repeat.)

385 WAKEFULNESS, SLEEP AND DREAMS

Discussion of normal and abnormal patterns of wakefulness, sleep and dreaming, including hypnosis, will be based on a set of readings we do together (e.g., Sacks' *Awakenings,* Hilgard's *Divided Consciousness,*) and on students' research papers. Prerequisites: Psychology 110 and Junior standing, or permission of instructor. (Not offered in 1988-89.)

410 IMAGES OF HUMAN NATURE F
Mr. Krantz

At the center of psychological theories are unstated assumptions about such issues as the nature of persons and the character of the scientific enterprise. Using concepts and techniques from history and philosophy of science, sociology of science and sociology of knowledge, we will study selected systematic positions (like psychoanalysis, behaviorism, Gestalt psychology) and such cases as the contemporary crisis in social psychology. The goal of the inquiry is to illuminate how these assumptions affect the development of psychological thought. Prerequisite: Junior standing or permission of instructor.

420 DESIGN AND ANALYSIS OF EXPERIMENTS F Ms. Michaels

Experimental design, statistical inference, and quantitative methods, with emphasis on analysis of variance and computer applications. Prerequisite: Psychology 220 or permission of instructor.

430 COMMUNITY PSYCHOLOGY: SOCIAL SERVICES AND SOCIAL CHANGE F Ms. Riger

Changing communities to enhance mental well-being; developing community-based social services; psychology, social action, and public policies. Prerequisite: Junior or senior standing, or permission of instructor.

440 CLINICAL PSYCHOLOGY F S(B)* Mr. Forgus, Ms. Frankel

The course is to help prepare the student to practice clinical psychology by providing intensive instruction and practicum experience in the diagnosis and remediation of individual, child, marriage, family and community problems. This includes psychotherapy. These clinical skills are practiced in the context of theories about the nature of persons, human satisfaction and values. Each student will have practicum experience with clients of his or her choice. Prerequisite: Permission of instructor.

475 PROBLEMS OF RESEARCH IN NATURAL SETTINGS

The conceptual and methodological problems of researching the complex "real world" are examined through field trips to marketing, survey and clinical research settings. Class projects and supervised independent research. Prerequisite: Psychology 220. (Not offered in 1988-89.)

480 SENIOR SEMINAR S Staff

Contemporary issues in a broad range of topics will be examined via discussion between the psychology staff and invited students. Among the areas discussed will be: personality, learning, social psychology, developmental psychology. Prerequisite: Senior standing. By invitation only.

*7½ week course

RELIGION

††Professor Dan Cole (Chairperson): Biblical Studies. Near Eastern archaeology. Classical Civilization.
‡Lecturer Catherine Benton (Acting Chairperson, Fall, 1988.): Comparative Religion. Asian Religion. Cross-cultural Studies.
§§Lecturer Herbert Bronstein
§Lecturer Ron Miller

Courses in the Department of Religion are intended to offer students some understanding of religious thought, art, and literature, to examine the interrelationships between religious expressions and the particular cultural matrix in which they have taken form, and to develop the appropriate tools of analysis for the study of religious literature and history. It is not the purpose of the department to indoctrinate or propagandize, but rather to help equip students to make sound judgments for themselves in an atmosphere of free and serious inquiry, with an academic concern for the application of scholarly methods and the results of modern scholarship.

Some students will be interested in undertaking more extensive work in the department, either because of the perspectives which religion offers for integrating the content of other disciplines or because of professional goals involving seminary or graduate studies in religion. These students are encouraged to consider a major in Humanistic Inquiry which would combine work in the Department of Religion with work in one or more other departments. (It should be noted that leading seminaries and graduate schools of religion recommend a broadly-based undergraduate preparation for their candidates, involving concentration in several areas of the humanities and social sciences as well as some foundation in the field of religion.) Members of the department will be glad to advise students with regard to appropriate patterns of course work to fit their interests or pre-professional needs.

Most courses in the department are open without prerequisite to any interested student.

§Dean of Students and Part-time Teaching, 1988-89.
§§Senior Rabbi, North Shore Congregation Israel, Sponsored by the Jewish Chautauqua Society.
‡Coordinator of Interfaith Ministry and Part-time Teaching, 1988-89
††Sabbatical Leave of Absence, Fall, 1988

200 RELIGIOUS APPROACHES TO EXISTENCE F
Ms. Benton

A study of the fundamental human questions and issues addressed by the major religious traditions, east and west, looking at how the questions are formulated and at the numbers of ways they are answered. Such areas of concern include the nature or question of God, the concepts of "sacred" and "profane", the meaning of suffering, the nature and function of evil, and the position and purpose of human beings on both a cosmic and an individual level. We will use primary texts from the western and eastern traditions, and from the ancient and modern worlds.

201 BIBLICAL HERITAGE: MYTH, LEGEND AND HISTORY

The narrative sections of the Hebrew Bible and the New Testament, with particular attention to the content and themes most significant for later art, literature and religious thought. From the creation account and stories of Israel's patriarchs, kings and heroes to the gospel accounts of Jesus and visions of the final judgment, studied in relation to the history and literature of the ancient Near East. (Cross-listed as Comparative World Literature 207. Not offered in 1988-89.)

202 BIBLICAL HERITAGE: PROPHETS AND TEACHINGS

The Biblical books of the prophets, teachings of Jesus and letters of Paul, studied in relation to each other and in the light of the Near Eastern cultures and traditions out of which they emerged. (Cross-listed as Comparative World Literature 209. Not offered in 1988-89.)

203 JESUS IN LEGEND AND HISTORY

Various portraits of Jesus, from New Testament gospels and non-canonical "gospels" through recent portrayals in literature and film. Attention also to contemporary scholarly attempts to reconstruct the historical Jesus. (Not offered in 1988-89.)

204 JERUSALEM, CITY AND SYMBOL

A study of Jerusalem, sacred city for Jews, Christians and Moslems: its history from the time of David to the modern era, and its role as a religious and ideological symbol for different groups and for pilgrims with differing perspectives.

Primary readings from Biblical prophets, ancient historians, Crusaders, medieval pilgrims and modern Zionist and Palestinian spokesmen. Reflections of Jerusalem in art, poetry, imaginative literature, and in the impressions of 19th and 20th century travelers as diverse as Herman Melville, Mark Twain and Nikos Kazantzakis. (Not offered in 1988-89.)

205 SPECIAL TOPICS IN BIBLICAL STUDIES

Examination of a selected portion of the Biblical literature in greater depth and detail than is possible in Religion 201 or 202. (Not offered in 1988-89.)

206 THE SELF AND SALVATION

Beginning with Hebrew Biblical religion and Judaism in comparison first with Christianity and Islam, the course will attempt to define the meaning of salvation in its relation to the search for the "Self". The comparative method will be followed, emphasizing especially the mystical stream in major world religions. Such texts as the prophets of Israel and the Book of Job in comparison with the Bhagavad-Gita, Zen texts and later mystical literature will be examined. (Not offered in 1988-89.)

207 RELIGION IN CONTEMPORARY AMERICA F
Mr. R. Miller

A study of current developments in American religion. The class will focus on the discussion of the new Religious Right, Black theology, alternative religions, trends within Judaism, Catholicism after Vatican II, and New Age religion.

209 ARCHAEOLOGY OF THE BIBLICAL WORLD

A survey of archaeological research in the Near East relating to biblical history, religion, and literature. Documentary discoveries, results of excavation at selected sites in Israel, Jordan and related regions. Attention to archaeological field methods and interpretive principles as applied to Near Eastern materials. Slide resources, field trips to museums, practical experience with pottery typological collections. (Also listed as Sociology/Anthopolgy 209. Not offered in 1988-89.)

215 JUDAISM: THE INNER DESIGN S
Rabbi Bronstein

The course will investigate, through the structures, concepts, metaphors and mythemes of ancient and modern Judaism, its coherent design; and by way of comparison with other religions on such issues

as "this-worldly"/"other worldly", motive and deed, mythical self-transcendence etc., its contributions to human spirituality. Lectures, discussion and the reading of original texts will constitute the materials of the course.

217 EASTERN SPIRITUAL PATHS F
Ms. Benton

An introduction to the religious traditions of India, Tibet, China and Japan. Hinduism, Buddhism, and Taoism will be studied. Emphasis will be placed both on the historical development of these traditions and on their relevance as contemporary paths of spiritual growth.

218 RELIGIONS OF THE MIDDLE EAST S
Ms. Benton

A study of Judaism, Eastern Christianity and Islam. Emphasis will be placed not only on religious theory but on the impact of these religious communities on art, culture and politics.

219 WESTERN CHRISTIANITY

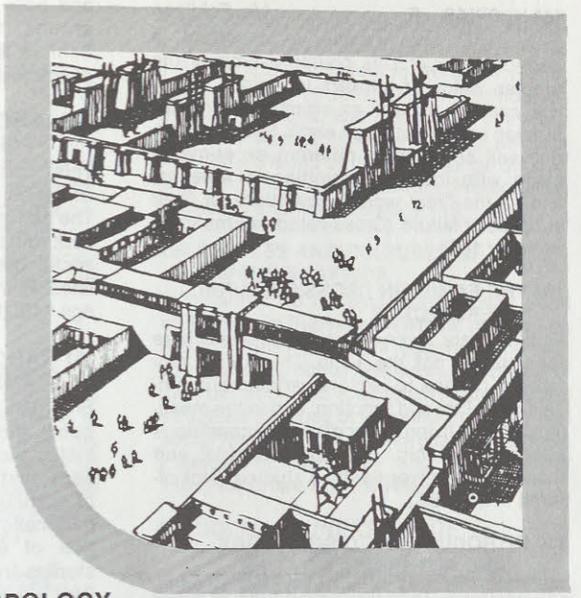
Discussion will center around primary theological sources representative of the early Latin fathers, the high Middle Ages, the Reformation, and the Christian philosophers/theologians of the nineteenth and twentieth centuries. Authors studied include: Aquinas, Augustine, Luther, Kierkegaard and Tillich. (Not offered in 1988-89.)

221 INDIAN RELIGIOUS TRADITION THROUGH STORY LITERATURE S
Ms. Benton

Stories are one of the oldest and most effective means of communicating religious values and ideals, as well as one of the least threatening ways of questioning these same values and ideals. At the same time storytelling has always been and continues to be entertaining, in India as in most other cultures. This course will examine the hidden and more obvious teachings of worldview and ethic imbedded in a variety of tales, and the ways narrative has functioned as "teacher" in the Indian religious traditions, Hinduism and Buddhism. Possible texts: Animal stories (Pancatantra, Hitopadesa, Jataka), mythological stories focused around the gods and goddesses, and contemporary stories of saints and miracles. (Cross-listed as Comparative World Literature 220.)

301 THEOLOGICAL INVESTIGATIONS

In 1986-87 this seminar focused on a New Religious Consciousness, sometimes called "New Age Religion." New Age Religion is neither a denomination nor a cult. It resides less in organizational structure than in methodology and style. It develops with a paradigm of interconnectedness such that theology is not pursued apart from other dimensions of human experience. Its style is holistic and hopeful, experiential rather than dogmatic, relying on networking more than authoritarian fiat, inclusive rather than judgmental, and planetary more than parochial. Prerequisite: Junior standing or consent of the instructor. (Not offered in 1988-89.)



SOCIOLOGY AND ANTHROPOLOGY

†††Professor Arlene Eskilson (Chairperson): Cross-Cultural Sociology and Social Psychology. Methodology. Variations of Leadership. Dilemmas in Sex Roles.
Assistant Professor Jennifer Wallace (Acting Chairperson, Spring, 1989): Sociology. Applied Fields. Family. Inequality. Urban Research. Medical Sociology. Social Policy. Social Problems. Deviance and Crime.
Assistant Professor Delores M. Walters: Social Stratification. North Africa. Social Issues.
Instructor Ahmad Sadri: Social Theory. Political Sociology. Sociology of Religion. Sociology of Intellectuals.

Although Sociology and Anthropology arose from two traditions, they are engaged in a common endeavor. Studies in the Department are directed toward the discovery of general principles which help to explain similarities and contrasts in human social behavior. To this end, work in the Department centers upon the comparative analysis of human societies. We emphasize study of both modern and pre-modern societies, including issues of contemporary social policy.

Introduction to Sociology and Anthropology (S & A 110) serves as the prerequisite for most higher level courses. Courses at the 100-level are designed for freshmen and sophomores. Juniors and seniors are admitted to 100-level courses only with prior consent of the instructor, but are encouraged to enroll in 200-level courses without prerequisite.

Majors complete a minimum of nine courses in the Department, which must include S&A 110, 210, 310, 320, 410, and at least one of the following: an independent study project, a senior thesis, an off-campus internship, or participation in an off-campus program such as Urban Studies or an LFC, ACM, or other approved program abroad. A grade of C or better must be earned in all courses counted toward the major.

Majors planning graduate studies in Sociology, Anthropology, Demography, Social Service, or Social Policy are strongly urged to take courses in Mathematics, Computer Studies, and Statistics.

The Department takes special interest in encouraging senior thesis work leading to the degree with honors in the major.

†††Sabbatical Leave of Absence, Spring, 1989

108 UTOPIAS F Ms. Eskilson

How might one imagine, or construct, a perfect society? This course examines the utopian vision of thinkers in various historical periods, as well as attempts to realize utopian communities on earth. Special attention will be given to different experiments made with ideal communities in America, and to the "real world" conditions of their success or failure. (Cross-listed as Freshman Seminar 108.)

109 THE FAMILY IN CROSS-CULTURAL PERSPECTIVE

Families are everywhere, but everywhere families are not the same. The course provides a chance to explore variations in kinship structure and function, and in the meanings people living under disparate conditions attach to kinship. Both pre-industrial and modern family types will be studied. (Not offered in 1988-89.)

110 INTRODUCTION TO SOCIOLOGY AND ANTHROPOLOGY FS

Mr. Sadri, Ms. Wallace

An inquiry into the social (group rather than individual) bases of human practices and human life: an unfamiliar but revealing perspective on the familiar world. (Juniors and seniors admitted only with explicit consent of instructor.)

114 CHICAGO SOCIOLOGY

Basic methods and content of social research will be explored through reading classic, early and contemporary studies of Chicago, supplemented by on-site visits to the neighborhoods examined in these investigations. Special focus on issues of race, ethnicity, and social class. Limited to freshman and sophomore students. (Not offered in 1988-89.)

170 CONTEMPORARY SOCIAL ISSUES FS

Ms. Walters

How do social conditions and trends come to be identified as "problems" and "issues"? What are the implications of defining something (or some group) as a "problem"? From an international and comparative perspective, this course examines a select number of recognized social issues, including colonialism, social inequality — race, racism and poverty, alienation, and technological advances that are altering the occupational structure of our society. The course will also consider some recent critiques of our society, and how social movements have mobilized around these criticisms. (Juniors and Seniors admitted only with explicit consent of instructor.)

200 GENDER IN CROSS-CULTURAL PERSPECTIVE

This course focuses upon sex roles in societies and in epochs other than our own. The cultural and biological roots of women's subordination will be examined as will the social bases of women's power and influence. Prerequisite: Sociology and Anthropology 110. (Not offered in 1988-89.)

201 NATIONALISM, ETHNICITY AND CLASS

Emergence of nationalism in Europe; subsequent development of a world of nation-states; current revival of ethnic identities and separatist movements. Emphasis on the role of particular social strata in the creation of nationalistic movements and the propagation of ethnic ideologies. Selected case studies from the Western and Third Worlds. (Not offered in 1988-89.)

202 GREECE IN THE BRONZE AGE S(B*: March)

Prerequisite: S & A 110, or equivalent introductory course. (Cross-listed as Ancient Mediterranean Civilizations 202. See page 57 for description.)

203 GREECE IN THE CLASSICAL-ROMAN AGES S (B*: April)

Prerequisite: S & A 110, or equivalent introductory course. (Cross-listed as Ancient Mediterranean Civilizations 203. See page 57 for description.)

204 GREECE IN THE BYZANTINE-MEDIEVAL AGES S (B*: May)

Prerequisite: S & A 110, or equivalent introductory course. (Cross-listed as Ancient Mediterranean Civilizations 204. See page 57 for description.)

*Offered only in Greece.

205 YOUTH AND SOCIETY

What does it mean to be a "youth" in a culture — the biological, political, and social aspects. The subjective criteria used to define "youth", the different experiences of youth cross-culturally, and the place and role of youth in diverse cultural settings under changing social conditions will be explored. Emphasis on concepts such as socialization, youth subcultures, education, and the changing status of youth. Prerequisite: Sociology and Anthropology 110. (Not offered in 1988-89.)

206 ETHNOGRAPHY

Brief, intensive survey of the history of ethnographical field work; major questions guiding the exploration of ways of living in different societies in various parts of the world; introduction to the classics of social anthropology. Brief papers on studied case material. Prerequisite: Sociology and Anthropology 110. (Not offered in 1988-89.)

209 ARCHAEOLOGY OF THE BIBLICAL WORLD

A survey of archaeological research in the Near East relating to Biblical history, religion, and literature. Documentary discoveries, results of excavation at selected sites in Palestine and related regions. Attention to archaeological field methods and interpretive principles as applied to Near Eastern materials. Slide resources, field trips to museums, practical experience with pottery typological collections. Prerequisite: Sociology and Anthropology 110. (Cross-listed as Religion 209. Not offered in 1988-89.)

210 PRINCIPLES OF SOCIAL ORGANIZATION F Ms. Wallace

Basic dimensions of group structure: division of labor, authority structure, resource technology, ecological setting. Types of groups in different institutional areas. Group structure and scale of organization. Bureaucracy: theories and methods of investigation. Prerequisite: Sociology and Anthropology 110.

217 SOCIOLOGY OF WORK S(A)*

Ms. Wallace

The meaning of "work" from a cross cultural perspective with a focus on sociological concepts such as stratification, power, quality of life, and organization in the social world. Focus will be both on cross cultural comparisons of the social definition of work, and on the organization of work in the US including types of occupations, power distribution with occupations, and changes in the work force. Participant observer studies will provide comparisons of the work worlds of pink, blue, and white collar workers. Prerequisite: Sociology and Anthropology 110.

*7½ week course

220 PEOPLES AND CULTURES OF MODERN AFRICA

Introduction to contemporary society (rural and urban) in Subsaharan Africa, drawing on materials from all major regions of the subcontinent. Particular emphasis: problems of rural development, rural-urban migration, and structural changes of economic, political and social formations in the various new nations. Prerequisite: Sociology and Anthropology 110. (Not offered in 1988-89.)

222 SOCIAL FOUNDATIONS OF EDUCATION

A study of social issues and trends that influence American educational practices. An introduction to the school as a social institution and to the relationship between historical-social changes and changes in educational practices. Schools are examined as institutions which influence the social as well as the academic development of American youth. Prerequisites: Sociology and Anthropology 110, or Education 210. (Cross-listed as Education 222. Not offered in 1988-89.)

225 WAR AND PEACE

The roots and varieties of human warfare from the perspective of the social sciences. Is warfare merely the expression of man's biological heritage, and therefore inevitable? Is it universal in human societies? Are there any constants discernible in human warfare, or are the causes of war always unique to particular epochs, and particular societies? While addressing questions such as these, the class will examine several theories of war, including the ethological, Marxist, ecological and military. Prerequisite: Sociology and Anthropology 110. (Not offered in 1988-89.)

230 BELIEF SYSTEMS AND SOCIAL LIFE

Belief systems—religions, cosmologies, ideologies, "common sense"—are a basic component of all social systems. This course

examines the interrelations of belief systems and social structure; the practices, practitioners and role structures that belief systems develop and justify; the role of belief systems in revolution and social change; and the problems of interpreting exotic belief systems. Case studies and major theoretical perspectives of Durkheim, Marx, Weber and Berger. Prerequisite: Sociology and Anthropology 110. (Not offered in 1988-89.)

235 CULTURE AND PERSONALITY F Ms. Walters

An examination of the individual's relationship to society: to what extent does society determine individual behavior? Does culture — e.g. through childrearing — standardize personality so that we can identify a Russian, American, or Japanese national character? The course will explore whether psychiatric methods can contribute to the study of society, or whether the two should be regarded as distinct levels of analysis. Prerequisite: Sociology and Anthropology 110.

240 DEVIANCE F Ms. Wallace

How society defines deviants — its outcasts and outsiders — and how the people so defined respond to this categorization; the nature of "normal" and "abnormal", legal and illegal. Do these categories have absolute moral meaning, or do they always depend on the particular society and era in which they are defined? Topics to be addressed include stigma and stereotyping, cross-cultural variations in sex roles, the status of the inmate, deviance as blocked opportunity, and the political mobilization of outsiders. Prerequisite: Sociology and Anthropology 110.

250 ECOLOGY: ENVIRONMENT AND CULTURE S Ms. Walters

The ecological problem from a social point of view: systemic relations between the organization of a given society, the size and distribution of population, the state of the technology, the specific environment in which the society evolves. Comparative studies form the basis for the evaluation of current theory. Prerequisite: Sociology and Anthropology 110.

260 SOCIAL PSYCHOLOGY

The relationship between symbolic activity (language) and social behavior; socialization and the development of self; conformity and deviance in human behavior; dynamic and structural aspects of interaction in small human groups. Prerequisite: Sociology and Anthropology 110. (Not offered in 1988-89.)

270 HISTORY OF SOCIAL THOUGHT F Mr. Sadri

The works of leading sociological writers whose ideas have profoundly influenced concepts of social life in the modern world. Special attention to Locke, Marx, Weber, Durkheim and Parsons. Discussion of how their theories square with the facts and the power of these theories as instruments of historical change in the world today. Prerequisite: Sociology and Anthropology 110.

271 TECHNOLOGY AND HUMAN VALUES F Ms. Walters

Conditions and processes of industrialization in the Western world; problems related to economic development in underdeveloped nations; impact of industry on life-ways of modern man. Prerequisite: Sociology and Anthropology 110.

280 SOCIOLOGY OF GENDER F Ms. Eskilson

Theories concerning the acquisition of sex-typed behavior; social and biological influences on the roles of males and females in the 20th century United States as well as in other cultures. Feminist and anti-feminist perspectives. Images of future lifestyles and implications for social policy. Prerequisite: Sociology and Anthropology 110.

290 LAW, CULTURE AND SOCIETY

An introduction to the literature on law and conflict in society. While the course deals with a specific area of social organization and political action, it will emphasize general problems in anthropological analysis. Fundamental questions in legal theory will be discussed by examining legal institutions and processes in a cross-cultural perspective. Prerequisite: Sociology and Anthropology 110. (Not offered in 1988-89.)

301 SOCIAL SERVICE AND SOCIAL POLICY S(B)* Ms. Wallace

The course tracks the institution of "social problems" in the US through a practical and theoretical understanding of how we identify social problems, social movements which grow out of these problems, and policies and programs developed to deal with these problems. The meaning of social service, including theoretical interpretations, historical perspectives, and social perspectives. Emphasis on current social services in the US — course includes a site visit and field trips. Discussion of services in fields such as mental health, physical health, housing, education, public aid, and employment. Prerequisite: Sociology and Anthropology 110.

*7½ week course

302 TOPICS IN RACE AND CLASS

This course will focus on the social consequences of race and class in the United States, using Chicago as a laboratory for first-hand observation. What inequalities of ethnicity, race, occupation and income exist, and how are they perpetuated? Prerequisite: Sociology and Anthropology 110. (Not offered in 1988-89.)

310 SOCIAL RESEARCH: DESIGN F Ms. Eskilson

Ethical (moral) and political (power) considerations regarding social research; logical links between theoretical perspectives, problem selection, and choice of empirical data; qualitative and quantitative aspects of research; and major forms of design; the research proposal. Recommended for junior year. Prerequisite: a grade of C or better in Sociology and Anthopology 210; Sociology and Anthropology 110.

320 SOCIAL RESEARCH: TECHNIQUES S Ms. Wallace

Application of research skills in carrying out an actual research project. Data analysis techniques including multivariate analysis and social science computer skills using the SPSSX program. Prerequisite: Sociology and Anthropology 310.

330 URBANIZATION

The growth of urban areas, their meaning to the modern world, the impact of urbanization on social life in a cross cultural comparison. Focus of attention will be readings outside the US with a "laboratory" of a local city for purposes of comparison and practical application of ideas — rates of urbanization, types of urbanization, history of urbanization and the social meaning of urbanization. Included will be discussion on the impact of urbanization on subfields such as the family, social organization, the world of work, and leisure. Prerequisite: Sociology and Anthropology 110. (Not offered in 1988-89.)

340 DEMOGRAPHY: POPULATION DYNAMICS

Population size, socio-technical base, and environment; measurement of demographic change (fertility, mortality, migration) and demographic structure (age, sex, education, dependency, life expectancy). Determinants of demographic changes: economy, education, family planning, birth controls. Theories, models, and policies. (Not offered in 1988-89.)

370 SOCIAL INEQUALITY

A comparative study of various forms of social inequality. Analysis of various dimensions of equality (e.g., sex, age, education, competence, wealth, power) in different forms of social organization from small intimate groups to large scale social systems. Theoretical approaches concerning the emergence and persistence of hierarchies. Prerequisite: Sociology and Anthropology 110. (Not offered in 1988-89.)

380 POLITICAL SOCIOLOGY S Mr. Sadri

Analysis of political structure and processes in varying types of societies, including traditional pre-industrial, developing, and modern societies. Theories of the evolution of the state and critiques of authoritarian, totalitarian, and democratic political systems. Social bases of the distribution of power and political participation. Prerequisite: Sociology and Anthropology 110 and junior standing.

410 SOCIAL EXPLANATION AND THEORY S Mr. Sadri

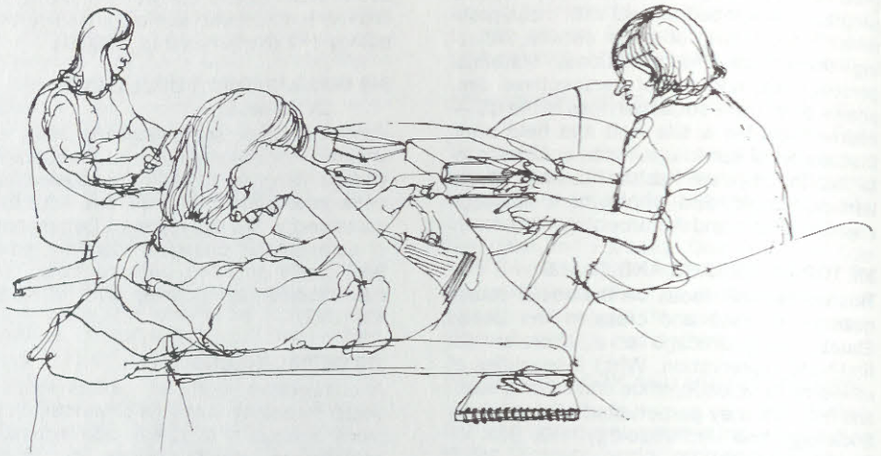
Exposition, comparison, and appraisal of major schools of thought in the history of social inquiry; contexts of explanation and problems of systematic theory construction in social science. Prerequisites: Sociology and Anthropology 310.

451 INTERNSHIP

453 TUTORIAL

454 RESEARCH, INDEPENDENT STUDY

490 SENIOR THESIS



Student Life

Students in the Campus Community

The small campus environment is an integral part of the liberal arts college tradition. Students at Lake Forest reflect this special tradition both in the range of their activities and also in their participation in campus governance. Students are the primary catalysts at Lake Forest for the promotion and production of campus weekends, special social functions, films, concerts, lectures, and special service activities. The Director of Campus Life works with student groups in planning and arranging for social and cultural affairs, and in maintaining an all-campus calendar of events. Students participate on all governance committees, in the judicial system, and on the Board of Trustees and its relevant committees.

The design of the campus and its buildings encourages community life. In Commons students come together for meals, recreation, and special events — often to be joined by faculty. The residence halls provide students with opportunities to encounter others from diverse backgrounds and cultures while also developing individual life-styles. And as in all communities special services are needed — in this one these services have been designed to reflect Lake Forest's particular opportunities and needs. Thus, academic and personal guidance, health care, and cultural offerings are uniquely structured for Lake Forest students.

1. Commons

The varied character of this central facility reflects the diversity of life at the College. The facility includes the snack bar, mail room, radio broadcast facility, newspaper production office, commuter student lockers, television lounge, games room, faculty lounge, and student government office. "Commonplace," built in the English collegiate tradition as Durand Commons at the end of the last century, serves as a center for informal gatherings and conversations, and for cultural and social events. Adjacent to "Commonplace," the Campus Activities Office provides cultural and social coordination for the campus. Elsewhere in the complex are conference rooms, offices for campus organizations, a bookstore, and the campus dining hall. At the heart of the campus, Commons serves as the social and communal hub of student life.

2. Residential Life

As a residential community, Lake Forest College offers each student the opportunity to develop a variety of "life skills". Some of these skills may be learned in the residence hall; still others may be learned on the playing field or over meals in Commons. We believe that virtually every experience — whether it's making new friends, writing a play, deciding on a major, or living with roommates — should be regarded as an invitation to learn and to grow. Members of the faculty, administration, and residence staff all share in the responsibility for building and maintaining a sense of community which recognizes each student's *need* to learn and values each student's *right* to learn.

Ten residence halls provide options which include single sex, co-educational, upperclass, freshman, and 24-hour quiet living environments. Freshmen may live with upperclassmen or other freshmen. The residence halls contain their own lounges for study and social activities, and several of them also have computer rooms which provide 24-hour access to microcomputers and printers.

Residence hall student staff are selected in order to foster an environment which enhances learning, promotes personal growth and responsibility, and assists students in adjusting to the Lake Forest College community.

Upperclassmen may live off-campus upon approval from the Dean of Students Office, although housing in the area is limited. In addition, some upperclassmen are affiliated with housing units based on a common interest or purpose.

3. Athletics

Lake Forest College offers an athletic program designed to serve student

needs and interests on four levels: varsity intercollegiate athletics, intramural activities, physical education, and recreational.

The intercollegiate program for men and women includes varsity competition in basketball, football, ice hockey, lacrosse, soccer, handball, volleyball, swimming, softball and tennis. Intercollegiate competition is provided for men and women in racquetball on a club basis. The College is a member of the twelve-team Midwest Collegiate Athletic Conference which includes institutions such as Grinnell, Lawrence and Beloit. Intercollegiate competition is viewed as a valuable form of self-expression for students and as a vital contributor to community spirit. Lake Forest athletes are students first and athletes second. No special financial aid is offered for athletics.

Lake Forest encourages all of its students to participate in a diversified intramural athletic program which includes soccer, racquetball, tennis, softball, touch football, volleyball, basketball, ice hockey, and other activities. Student interest determines the activities provided.

Participation in physical education courses at Lake Forest is on a purely voluntary basis. Offerings include such activities as tennis, swimming, racquetball and ice skating. Lake Forest's athletic facilities include baseball, football, soccer, and intramural fields; tennis courts; an indoor ice rink; and a sports center which houses a gymnasium, swimming pool, three sauna baths, three handball courts, two squash courts, exercise room, and weight room. All facilities are available to the student body on a regular basis for recreational purposes.

4. Music

In addition to offering a variety of courses in applied music, theory, composition, and music history, the Music Department supports the College Choir, the Madrigal Singers, a Jazz Ensemble, a new-music ensemble, and numerous informal chamber groups. Each of these ensembles presents at least one concert per year; students and faculty present solo recitals during the year; and numerous professional groups — including Chicago-area rock bands, blues bands, chamber ensembles, solo recitalists, and gospel choirs — give concerts on campus. Student rock bands perform on campus and in local clubs, and they are encouraged to use the College's electronic-music/recording studio. Student musicians may audition for the Lake Forest Symphony.

5. Theatre — The Garrick Players

Lake Forest College students participate in an active campus theatre program, highlighted by a flexible theatre and professional direction. The Allan Carr Theatre in Hixon Hall is an intimate and unique showcase for performing arts. This fully equipped facility adapts to proscenium, arena, thrust and experimental staging configurations, and is a center for campus theatre activity.

A wide variety of classic, contemporary and original productions — open to all students — offers experience in all aspects of theatre: acting, directing, playwriting, designing, costuming, lighting, stagecraft and publicity. The season is managed and staffed by the Garrick Players, an extra-curricular student organization with a campus and community history of excellence reaching back to the last century. With significant participation in at least two productions, a student achieves Garrick voting membership. The group elects an Executive Board in the spring to serve for the following year, working in cooperation with the faculty director.

The theatre program emphasizes practical experience under professional instruction and direction. Guest artists from the Chicago theatre community have conducted workshops and are employed as occasional designers, and directors. Although major productions are directed by professionals, including an on-campus Director of Theatre, the program offers students considerable opportunity in initiating and directing their own projects, including directing studio productions and producing their own original plays.

Although a theatre major is not offered, courses in playwriting, acting, design and theatre history are offered. In addition, creative project credit is available for in-depth, specialized study and practice, in coordination with Garrick Players productions.* Students also enroll in theatre and dance courses at neighboring Barat College through cross-registration, and may participate in Barat's productions. In addition, Lake Forest College sponsors internship opportunities with various Chicago theatres and offers occasional on-campus bookings of professional groups as well as excursions into the exciting Chicago theatre scene.

Recent Garrick Players productions have included *Children of a Lesser God, The Shadow Box, UBU ROI, She Stoops to Conquer, Wedding Band, The Fifth of July, The Importance of Being Earnest* and *Tartuffe,* in addition to many original student plays.

6. Communications

THE STENTOR, the College newspaper, is the weekly journal of the students. The Campus Activities Office publishes a weekly CAMPUS CAPSULE which includes information on campus events and official College announcements. THE FORESTER, the College yearbook, is published annually. The fine arts magazine, TUSITALA, includes writing, drawing, and photography by students and, occasionally, by members of the

*See also "Theatre", page 48 for course descriptions and further information.

faculty. COLLAGES, the foreign language literary magazine, includes original prose and poetry in French, Spanish, and German by Lake Forest College students and faculty. Several well-equipped College darkrooms are used both by photographers working on student and College publications and by students who are just becoming acquainted with the art and practice of photography.

The campus 300-watt radio station, WMXM, (broadcasting at 88.9 FM) is operated by students and has a daily broadcasting schedule devoted to music, sports, campus news, and special programs.

Students interested in any phase of journalistic writing, editing, or reporting, or in photography, broadcasting, or art are encouraged to participate in these enterprises.

7. Community Service

The College offers several opportunities for community service. The Social Services Organization provides information and activities related to courses, research, and internships in the field. The students serve as volunteers in various organizations such as the Grove School and Omni-House.

At the Grove School the students work with multiple-handicapped children, teaching them basic skills. In the Omni-House program students take part in a juvenile delinquency prevention program by acting as advocates for problem children.

In working with these children and young people, students learn patience and sensitivity toward people of different abilities and diverse cultural and economic backgrounds. The members of the Social Services Organization also plan activities which are open to the entire campus. Examples include parties at homes for the elderly and field trips to various social agencies.

8. Religious Activities

Through the Interfaith Center, the College continues its traditional relationship with the Presbyterian Church in a context of religious plurality and dialogue. A student steering committee suggests and implements programs to meet current campus needs. Activities sponsored include: Sunday evening services, weekly New Testament Study, Sabbath celebrations, and morning meditations. The Interfaith Center also heads two major outreach programs: a fall Fast for World Harvest project and a spring Appalachian home repair program. The faculty coordinator, Ms. Catherine Benton of the Religion Department, serves as liaison with the Dean of Students Office and with the student steering committee. She also works with local clergy in facilitating their ministry to our religiously diverse student body.

9. Specialized Interests

A variety of specialized groups are active on campus. Several disciplines provide cultural and social programming for their students through honorary societies.

10. Campus Events

The College sponsors a variety of cultural events on campus and also encourages students to take advantage of cultural opportunities in Chicago. At the Campus Activities office in Commons, students may obtain information about music, art, and theatre in the city and suburbs. The office also offers a series of bus trips to a variety of major Chicago events ranging from Broadway musicals to national dance programs and professional sports. The Sonnenschein Gallery in Durand Institute is another continuing art resource.

A Friends of the Arts group solicits from community residents concert and other tickets which would not otherwise be available. As a result, many Lake Forest students are able to attend Chicago Symphony concerts and other events free of charge.

The Campus Activities office is the planning center for on-campus events, lectures, exhibits, recitals, and other special events.

In addition, each year, through the generosity of the Sonnenschein Endowment Fund an Artist-In-Residence is invited to the campus for an extended period of time to give poetry readings, to deliver public lectures, and to meet informally with students and faculty. Speakers representing varied interests and disciplines come to the campus throughout the year as guests of departments, as part of the weekly Convocation series, or for short visits combining lectures with other meetings with students.

Developmental Services

A comprehensive guidance program recognizes the need for supportive counseling both in the regular course of a college education and also in the case of special, individual matters of concern. Thus, counseling takes place in a variety of settings, with more or less formality, and at the several stages of progress through a college career.

1. Residence Hall Staff

The Office of the Dean of Students selects several upperclass men and women to serve as advisors in the residence halls. In each residence hall student residence staff — led by a Head Resident and supported by Resident Assistants — provide counseling, coordinate programming, enforce residence hall regulations and, in general, strive to create an environment responsive to individual needs and conducive to study and growth.

2. Career Planning and Placement

The Career Planning and Placement office assists all students — at any point during their college years — in the development of their career objectives. Workshops and individual counseling provide advice for job-hunting strategies such as resumé and cover letter writing, interviewing, and occupational research. Computer-assisted career guidance is also available. A recently developed Mentor Program has been designed for Juniors and Seniors who wish to speak individually with alumni concerning career opportunities. Mentor-student matches are based on common career interests. While there are a number of graduate schools and employers represented in the on-campus recruitment program, emphasis is placed on "taking the job search to the street." The CP&P network of contacts in the profit and non-profit sectors helps to "open doors" for initial interviews and provides students with first-hand information about a wide variety of career opportunities.

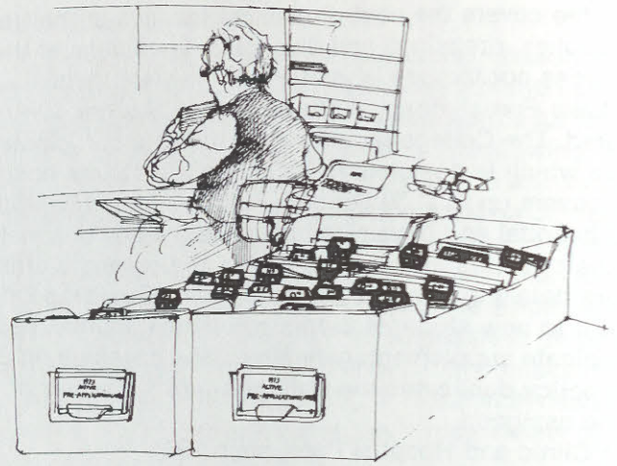
3. Counseling Center

The purpose of the Counseling Center is to aid students to become more effective, self-directed individuals. It offers, free of charge to all Lake Forest College students, professional counseling on personal, social, academic, or career problems. Service is offered in dealing with emotional difficulties or factors hindering a student's ability to benefit fully from his/her college experience. In addition, it helps in identifying aptitudes, interests, and personality traits affecting the choice of educational programs and/or careers. The Office is also committed to offering group counseling to students who are seeking to enhance their own growth and development.

Health Services

The College's health care program is administered by Lake Forest Hospital, under the supervision of the Dean of Students. Physicians' services are provided by the Medical Director on campus and, when the Health Center is closed, by an Emergency Room Group which consists of fully-licensed doctors offering around-the-clock coverage at Lake Forest Hospital, 1½ miles west of the campus. These physicians treat students in the hospital's emergency room following referral from the Nurse, Residence Staff, or Campus Security. The nurses are available for emergencies and by appointment for a wide range of services. The Health Center is located in the Sports Center and is open from 9:00 a.m.-12 noon and 1 p.m.-3:30 p.m., Monday through Friday, and 9 a.m.-12 noon on Saturday.

The basic fee covers the cost of medical services at the Health Service including supplies, dressings and diagnostic tests done at the Health Center, but does not include laboratory or x-ray fees. When a student is referred to Lake Forest Hospital the basic fee does not cover medical services rendered. The College requires that students participate in its group medical plan which is designed to help defray in-patient hospital charges. This policy covers up to $250 per day of the standard hospital room rate and related hospital and physician charges at nearby hospitals. Thus, students and their parents are urged to review the coverage offered, as listed in a brochure detailing benefits issued from the Business Office and routinely sent to new students before enrollment. Family insurance planning may indicate supplementary or alternative coverage. In cases where an existing policy duplicates the College's policy a waiver of this requirement may be assigned.
(See Health Clinic and Hospital Fees, page 166.)



Admissions, Financial Aid College Expenses

ADMISSIONS

During the selection process the Admissions Staff is primarily concerned with knowing the individual candidate. The criteria for selection include assessment of a student's program of study, academic achievement, aptitude, intellectual curiosity, qualities of character and personality, and activities both within and out of school. Lake Forest College unequivocally selects its students without regard to social background, religious affiliation, race, national origin, sex, handicap, or financial position. This policy is manifested by the diverse nature of the student community — a diversity so essential to the educational vitality of a liberal arts college.

Admission Procedure

Candidates for admission may obtain the required application forms by writing the Office of Admissions, Lake Forest College, Lake Forest, Illinois 60045.

Students are urged to begin the application procedure early in their final year of secondary school. Non-traditional students are encouraged to consult with the Admissions Office. There is no formal closing deadline for receipt of the application. However, admissions decisions are rendered in mid to late March for all freshman candidates whose applications are

complete as of February 15. For applications received after February 15, decisions will be announced as the file becomes complete and as conditions permit.

Students who also are candidates for financial aid should make certain to file the Lake Forest Application for Financial Assistance (LFAFA). While entirely based on need, preference will be given to those students whose LFAFA is received by February 15.

Lake Forest College subscribes to the Candidates Reply Date Agreement, therefore all regular candidates for admission (i.e., those not applying under the Early Decision Plan) will have until May 1 to notify the College of their decision to accept or decline the College's offer of admission.

Secondary School Requirements

There are no formal course requirements for entrance to Lake Forest. It is recommended that you complete four years of English, three years of mathematics, study in one or more foreign languages, and from two to four years' work in both the social sciences and the natural sciences. Enrollment in honors courses, accelerated programs and formal Advanced Placement work is encouraged.

Examinations

All candidates are required to present the results of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (CEEB) or of the American College Testing Program (ACT) test battery. These tests are used by Lake Forest College for purposes of admission, guidance, and placement. It is the applicant's responsibility to arrange with the College Entrance Examination Board or the American College Testing Program to have the test results forwarded to the College. These tests may be completed in the candidate's junior or senior year of secondary school.

The Admissions Staff may require a candidate to submit the results of one or more subject achievement tests of the CEEB where such scores are judged to be beneficial to a student's candidacy.

Personal Interview

Although an interview is not required, the Admissions Staff welcomes and encourages visits to the campus by prospective candidates and their parents. An appointment arranged in advance is necessary. The Admissions Office is open for interviews and tours from 9 a.m. to 4:30 p.m. Monday through Friday during the calendar year, and Saturdays, 9 to 11:30 a.m. when the College is in session. Telephone (312) 234-3100.

Early Decision

The purpose of the Early Decision Program is to allow students who have determined that Lake Forest is their first choice to receive early notification of the admissions decision. Candidates requesting an early decision are permitted to apply to other colleges, but implicit in such a request is the commitment to attend Lake Forest College if admitted. Upon notification of admission under this plan, candidates are expected to withdraw all other college applications and to post a non-refundable tuition deposit within two weeks of notification of admission.

The Admissions staff will review the applications of Early Decision candidates as soon as all required materials have reached the Admissions Office. Candidates normally will be notified of the decision two or three weeks after completion of their application. Requests for Early Decision may be made up to February 1.

Early Decision candidates who will require financial assistance should make certain that the Lake Forest Application for Financial Assistance (LFAFA) is filed early in the candidate's final year of secondary school in order that both admissions and financial aid decisions may be rendered simultaneously.

Deferred Admission

Students who may wish to defer their enrollment should complete the application procedure during their final year of secondary school. Questions and specific requests for deferred admission should be addressed to the Dean of Admissions.

Admission by Transfer

Students enrolled at other colleges and universities who desire admission to Lake Forest College are eligible to apply for admission. Generally, a transfer applicant should have achieved an overall college average of at least "C" or its equivalent and be eligible to return to his or her previous institution. If a candidate is not eligible to return to the former college or university, at least six months must have elapsed before consideration will be given.

Graduates of accredited junior colleges and recipients of the AA degree in an applicable field who have earned grades of C or better in all courses counting toward that degree, if admitted to Lake Forest College, will be granted full junior standing. (The only course evaluation to be considered will be that of determining those courses applicable to the student's declared major field.)

When a transfer student is admitted to the College, the maximum number of credit hours accepted is 60 semester hours (or 16 LFC course credits). All of the courses in an applicable field, up to the aforementioned limit, taken and passed with a grade of C or better toward fulfillment of the Bachelor of Arts degree at the former institution, or the Associate of Arts degree in the case of the junior college, will be accepted toward fulfillment of the B.A. degree at Lake Forest College. No courses with D grades will be accepted in transfer. Plus and minus grades earned at other colleges and universities are *not* recorded on Lake Forest College records.

Transfer students are admitted at the beginning of each semester. For further details concerning the College's credit and residence requirement, see the section Requirements for Graduation.

All candidates for admission on a transfer basis (anyone who has been enrolled in another college or university) are required to submit the following credentials:

1) Application for admission
2) Secondary school transcript
3) Transcripts of all college work completed through the most recent term
4) A letter of recommendation from the academic dean or a teacher at the most recent college attended is requested.

FINANCIAL AID

Financial aid at Lake Forest College is not awarded as a "prize" but is granted to men and women who are unable to provide the full cost of a college education through their own reasonable efforts or through those of their family. Lake Forest is committed to the philosophy that, insofar as resources are available, no student who is otherwise qualified should be prevented from attending because of financial limitations.

An application for financial aid does not hinder a student's application for admission; indeed, the two applications are considered separately. But a student is notified of the result of both the application for admission and and for financial aid simultaneously.

The College is also committed to providing prospective students and their parents with **quick** access to **accurate** information concerning the amount of aid for which a student may qualify. To this end, the College has designed an institutional aid application, the Lake Forest Application for Financial Assistance. This form may be filed with the College **at any time** during the student's final year of secondary school. Students filing the LFAFA prior to February 1, 1989, will be notified of their estimated financial need within two weeks of the College's receipt of the form. Obviously, no aid funds will be committed to a student until he or she has applied for

and been granted admission. It is the College's hope, however, that the early and accurate guidance provided by the Lake Forest Application for Financial Assistance will be of help to those families who are concerned about meeting the costs of a Lake Forest College education.

Because of federal regulations the final award must be made in conjunction with a need analysis system approved by the Federal Government. Therefore, all aid recipients must complete and file the FAF of the College Scholarship Service before an award can be confirmed. Financial aid awards at Lake Forest are made for a one-year period. But if the student continues to evidence need and maintains an academic record commensurate with ability, the financial aid award will be renewed each year. Awards are always based on need.

Computation of Financial Need

In computing a student's financial need, the College calculates the total resources of the family (parents and student) that can be used as a contribution toward college expenses. Most calculations are based on several sources of funds:

- EXPECTATION FROM PARENTS: The College assumes that each family will provide the maximum amount possible from income, savings and other assets. In addition to the family income and assets, the College takes into account the number of dependents, number of children in college, extraordinary medical expenses, certain types of debts, and unusual situations.

- EXPECTATIONS FROM THE APPLICANT: The College believes that recipients of financial aid should contribute toward the cost of their own education. In calculating a student's need an expectation from summer earnings is always made. For the 1988-89 academic year this will be in accordance with the 1986 Higher Education Reauthorization Act.

- OUTSIDE FUNDS: Candidates for financial assistance are strongly encouraged to apply for national, state, and local scholarships for which they may be eligible and which may be used at the college of their choice — National Merit Scholarships, National Presbyterian College Scholarships, and other scholarships offered by local foundations, clubs, or business organizations. Residents of Connecticut, Illinois, Pennsylvania, Rhode Island and Vermont are required to file for these states' scholarships, as awards from these programs can be used at Lake Forest College.

The ability of a student to secure outside assistance almost always works to his or her benefit and never to his or her disadvantage. Even though the gift dollars from Lake Forest College may be reduced (all awards must remain within the computed need figure), the total amount of gift funds available to the student when all sources of gift aid are added together will

be equal to or greater than the gift aid provided by Lake Forest College alone.

Gift Awards

Most students who qualify for financial aid can expect much of their need to be met by grants. For the 1988-89 academic year, the Board of Trustees authorized a total of $3,729,125 to be awarded in the form of Lake Forest College gift dollars.

PELL Grant

Under this provision of The Higher Education Act of 1972, each student would be "entitled" to $1,800 a year in student aid, minus his or her "expected family contribution," which would be determined by, among other things, the "effective family income, the number of dependents in the family and the number of dependents attending a college or university, the amounts of the assets of the student and/or the family, and unusual expenses." However, the maximum award has been increased and a maximum Pell for 1987-88 was $2,100.

Supplemental Educational Opportunity Grants (SEOG)

This program, if funds continue to be appropriated by Congress, is designed to provide grant assistance to students of exceptional financial need who, without such assistance and because they lack personal financial means, would be unable to enter or remain in an institution of higher education.

The maximum amount of a single-year grant is $4,000. The Secretary of Education will prescribe to institutions of higher education the basic criteria for identifying eligible recipients.

Students do not need to make direct application for SEOG consideration. The Director of Financial Aid of Lake Forest College will notify eligible recipients when grant funds have been appropriated and the Commissioner's guidelines received.

National Direct Student Loans/Perkins Loans

In 1958 Congress passed the National Defense Education Act which provides loan funds for needy undergraduate students. While the loan program will vary slightly from year to year, Lake Forest College does apply and has received funds which allow student participation in the Perkins Loan Program. Students receiving financial assistance and who have additional questions regarding this program should contact the Director of Financial Aid.

Concern by Lake Forest College, the Department of Education and members of Congress regarding the national default rate on these loans has led the College to adopt the following policy:

"An individual who is in default on the payment of his/her National Direct/Perkins Loan may be subject to the withdrawal and termination of College services."

Such services include, among other things, the mailing of transcripts, reporting of attendance, processing of recommendations, etc.

Guaranteed Student Loans

A state guaranteed loan program has been available in all states. Participating banks and other financial institutions provide loans to full-time students who meet the criteria established by the federal government.

Further information may be obtained from the participating bank or the Office of Financial Aid at the College.

Part-Time Employment

In most cases, part-time employment on the campus or jobs established through the Federal Government's Work-Study Program range in remunerative value from $900 to $1,700. The majority of student jobs are in the dining hall, library, and various administrative offices. These jobs normally involve six to twelve hours per week. Students assigned campus employment are expected to work the entire term including examination periods.

In addition to on-campus employment, opportunities exist for employment in the community. Since Lake Forest is a residential and academic town (rather than commercial), off-campus employment generally involves jobs in local restaurants, tutoring, secretarial duties, babysitting, general housework, gardening, and others.

Minimum Standard of Academic Progress

To be in compliance with recently enacted state and federal regulations related to student financial aid recipients, Lake Forest College has the following criteria as a standard of minimum academic progress.

1) Freshmen and transfer students in their first term at Lake Forest College are considered to be meeting minimum academic progress.
2) A normal course load is four (4) course credits per semester, but one will be considered a full time student during the academic year if enrolled for three (3) course credits per semester.

A minimum of thirty two (32) courses are required for graduation. The undergraduate who registers for the minimum number of courses required to remain full time would require eleven (11) semesters in order to graduate.

Therefore, in order to meet the minimum standard of academic progress required for certification as being eligible for state and federal student aid support the student must have completed, depending upon the number of terms enrolled, the number of course credits indicated in the chart below.

Terms	1	2	3	4	5	6	7	8	9	10	11
Credits earned		6		12		18		24		30	32

Usually the student will be placed on academic probation after failing two course credits, failing one course credit and receiving two D's, or receiving four D's during consecutive terms in which seven courses are accumulated. If a student is a recipient of grant assistance from the College and falls behind in credits a term or more, such a student will not receive additional support from College funds until those deficient credits have been made up. See "Academic Standing", page 33, and "Requirements for Graduation," page 38, for details.

A student denied financial aid because he/she has failed to meet the minimum standard of academic progress may appeal this decision. The appeal must be in writing, directed to the Director of Financial Aid, and describe in detail the reasons for not having completed the required number of credits. If the Director of Financial Aid rejects the appeal, the student may request that the appeal be forwarded to the Financial Aid Review Panel for review.

COLLEGE EXPENSES

Students enrolling at the College for the fall semester are expected to continue through the academic year. The programs of the College are planned and budgeted accordingly.

The College charges a comprehensive tuition per semester for all degree candidates registered for any load from 3 to 4½ course credits. Payment due dates and amounts are detailed on the following pages.

Senior students who require fewer than three credits in a billing period will be charged only for courses taken.

Course Overload Charge

Students who are registered for a course load in excess of 4½ credits in a given semester will be charged for the additional half or full credits: e.g., a load of 5 credits will be charged at an additional half-credit of tuition. Withdrawal, or dropping a course, is subject to regular refund policies.

Special Charges

Courses for which one course credit is earned upon completion of a year's work (i.e., choir, applied music, instrumental ensemble, writing tutorial) are billed in the semester during which the credit is to be received in accordance with the above statement, College Expenses.

Additional charges for music lessons, which are billed during the first semester of study, will be subtracted from the second semester billing if the student registers for a course credit for this study.

Course work at Barat College for which a full-time student registers will be considered as part of the total Lake Forest College course load and will be billed in accordance with the above statement, College Expenses. Although credit at Barat is recorded in semester hours, the billing will be based on the Lake Forest College course credit or fraction thereof which is applicable to the student's degree. (See Cooperation with Barat College, page 26.)

Reinstatement

A $25 reinstatement fee will be charged at time of re-registration should a student's registration have been cancelled by the College as a result of non-payment of bill.

Program Leave Reimbursement

Students enrolling in "Program Leave" courses at other institutions will be required to pay the full comprehensive Lake Forest College fee at the regular due date. The other institution may require payment as well. Upon acceptance of the credit by Lake Forest College, the student's account will be reimbursed by the College for actual tuition charged by the other institution, not to exceed the comparable course cost at Lake Forest.

Health Clinic and Hospitalization Fees

The $65 health clinic fee, which does not cover hospitalization insurance, is mandatory for all full-time students as the Health Service is available to such students.

Hospitalization coverage is required of all students residing in the College's residence halls and is optional for non-resident students. The present cost is $92. A waiver form for this coverage may be obtained from the Business Office if family coverage is carried. Waivers must be approved by the Business Office by September 15, 1988, for cancellation.

Fines and Damage

Students will be assessed for library fines, for on-campus traffic violations, and for damage they may cause to College property.

Payment Procedures

The Board of Trustees has specified that **all** tuitions and fees are due on the dates indicated. Registration will not be permitted if accounts are not cleared. The College reserves the right to evict students from residence halls and the dining hall, and to cancel registration unless the account is cleared. Past due accounts are subject to charges to one percent per month on the upaid balance. Diplomas and transcripts are withheld from those who have not met their financial obligations to the College.

Three basic payment procedures are used:

- Standard Plan-Full payment by the dates shown.
- Lake Forest College Prepayment Plan.
- Scheduled payments to an outside plan received by the dates shown.

Schedule of Payments For the 1988-89 Academic Year

1st Semester		Resident	Non-Resident
Tuition		$ 5,783	$5,783
Activity Fee		100	100
Room		675	
Board		682	
Clinic Fee		65	65
Hospitalization Insurance		92	Optional
Key Deposit		5	
TOTAL:		$ 7,402	$5,948
1988-89 deposit		$ 100	$ 100
By August 19, 1988		7,302	5,848
	TOTAL:	$ 7,402	$5,948
2nd Semester			
Tuition		$ 5,782	$5,782
Room		675	
Board		683	
By January 6, 1989	TOTAL:	$ 7,140	$5,782
TOTAL CHARGES:		$14,542	$11,730

Billing Procedures For Partial Academic Year

Students enrolling January 16, 1989:		
Tuition	$5,782	$5,782
Activity Fee	50	50
Room	675	
Board	683	
Clinic Fee	32	32
Hospitalization Insurance	70	Optional
Key Deposit	5	
By January 6, 1989	$7,297	$5,864

Refunds

A normal course load for a full-time student is from 3 to 4½ credits per semester. Only in exceptional circumstances and with written approval of the Dean of Faculty's Office, may reductions be made below the 3-course level and refunds granted. Such refunds will be computed in accordance with the policy of refunds detailed under "Withdrawal From the College," below. The same refund schedule as in the latter policy will also apply in cases where a tuition refund is authorized for a reduction from an overload to a normal load. See page 33 for definition of course overload. For tuition costs for overloads, see pages 165 and 169.

For course changes which do not fall within the normal full-time student range of 3-4½ course credits, please see information sheet regarding additional charges and/or refunds in the Business Office.

A student who changes residential status from resident to non-resident and does not inform the Office of the Dean of Students by August 10, 1988, loses his or her $100 room deposit and will be charged an additional $150.

Withdrawal From The College

Withdrawal from the College is handled through the Office of the Dean of Students. The official date of withdrawal is determined by that Office. Students who participate in roomdraw or pre-registration and subsequently withdraw forfeit the $100 deposit. Refunds for withdrawal from the College are recorded according to the following schedule:

1st Billing Period	2nd Billing Period	AMOUNT REFUNDED Resident	Non-Resident
On or before September 9, 1988	On or before January 27, 1989	$6,110	$4,950
On or before September 23, 1988	On or before February 10, 1989	5,175	4,200
On or before October 5, 1988	On or before February 22, 1989	4,123	3,342
On or before October 14, 1988	On or before March 5, 1989	2,060	1,680
After October 14, 1988	After March 5, 1989	-0-	-0-

There are no refunds for Dismissal, Suspension or Expulsion from the College.

Other Expenses

Part-Time Students:	
Per course	$1,445
Auditing Students:	
Per course (when the student is not enrolled full-time)	$ 300
Special Charges:	
Application Fee	$ 20
Course Overload for credit (including credit by exam)*	
½ course credit	$ 723
1 course credit	$1,445
Music Fees (not for credit)	
Twelve weeks of lessons per semester:	
½ hour lessons	$ 156
¾ hour lessons	$ 234
1 hour lessons	$ 312
Late Registration Fee	$ 5
Change in registration after classes begin	$ 3
Reinstatement	$ 25

*No special fee will be charged if credit by examination is established during the fall term of the freshman year by a student in a subject that is not covered by advanced placement tests.

Directory

ADMINISTRATIVE OFFICES AND OFFICIALS

OFFICE OF THE PRESIDENT

Eugene Hotchkiss, President
Gordon E. White, Assistant to the President and Director of Financial Aid
Carol Gayle, Assistant to the President — Community Relations

OFFICE OF ACADEMIC AFFAIRS

Bailey L. Donnally, Provost and Dean of the Faculty
George L. Speros, Associate Dean of the Faculty
L. Adriana Bonewitz, Administrative Assistant to the Deans
Arthur Zilversmit, Director, M/LS Program and Community Education
Margaret T. McNamara, Assistant Director, M/LS Program and Community Education

OFFICE OF DEVELOPMENT AND PUBLIC AFFAIRS

William R. Lowery, Vice President for Development and Public Affairs
Margaret B. Bramhall, Development Associate — Community Relations
Abigail G. Fassnacht '82, Director of Alumni Relations
Carol Gard, Campaign Coordinator
Helene D. Lewis, Director of Public Relations
Anthony M. Mallerdino, Director of Foundation and Corporate Relations
Thomas H. Ryan, Director of Media Relations
Susan B. Slocum, Research Assistant
Barbara L. Thompson, Director of Annual Giving
Jon Thorsen, Research Supervisor
Karen Wineman, Annual Giving Associate

OFFICE OF BUSINESS & FINANCE

Theodore R. Carlus, Vice President — Business
Leslie Thomas Chapman, Associate Vice President — Business
Jane Shillinglaw, Assistant to the Vice President — Business
Madge Buchholz, Purchasing
Valerie Carlson, Conference Director
Michael Gardner, Director, Facilities Management
Robert LePak, Assistant to the Director/Buildings and Grounds
Ednatha C. Scholz, Manager, Printing

OFFICE OF STUDENT AFFAIRS

Ronald H. Miller, Dean
Quentin R. Johnson, Associate Dean
Laurie Edwards, Assistant Dean
Julie W. Massey, Assistant Dean
Wayne Doleski, Director of Campus Life
Donald T. Craft, Director, Security
Naomi C. Tsuzuki Ewing, Director, Career Planning and Placement

OFFICE OF ADMISSIONS

Francis B. Gummere, Jr., Dean of Admissions
Sheila L. Baisden, Assistant Director of Admissions/Coordinator, Minority Recruitment
Carmine L. Salvucci, Assistant Director of Admissions/Coordinator, New Student Financial Aid
Ann M. Kienstra, Admission Officer
Steven E. Murray, Admission Officer

OFFICE OF THE REGISTRAR

Ruthane I. Bopp, Registrar

LIBRARY

Arthur H. Miller, College Librarian
Martha T. Briggs, Hedwig E. Ford, Thomas A. Mikolyzk, Emily G. Miller, Assistant Librarians
Joan Gibbs, Assistant to the Librarian

OFFICE OF FINANCIAL AID

Gordon E. White, Director and Assistant to the President
Mary Lynne Schell, Assistant to the Director

COMPUTER SERVICES

James Oddo, Director; **Anthony G. Rygiel,** Programmer/Analyst; **David Pilkington,** Programmer/Analyst

COUNSELING CENTER

Phylis M. Frankel, Director; Associate Professor of Psychology
Charles F. Behling, Associate Professor of Psychology (Leave of Absence, 1988-89)
Barbara Stadheim, Counselor Center Staff
Edward Donner, Joseph Holzmacher, Pat Pohl, Robert Spatz, Counselors

HEALTH

Bruce Harris, M.D. (Medical Director)
Dianne Parsons, R.N./B.S.N.

HEAD RESIDENTS, 1988-89

Edward J. Bohan, Blackstone Hall
Todd D. Paige, Bradley Lodge
Patricia V. Berry, Deerpath Hall
Paul C. Nelis, Gregory Hall
James W. Martin, Harlan Hall
Dianna D. West, Lois Hall
Priscilla G. Posick, McClure Hall
Edith J. Mardones, Moore Hall
Jason J. Bryn, Nollen Hall
Valerie J. Hood, Roberts Hall

PHYSICAL EDUCATION AND ATHLETICS

Michael E. Dau, Director; Football and Handball Coach
Tom Baumann, Assistant Football Coach
R. Wayne Braxton, Football and Lacrosse Coach
Nancy C. Feldman, Women's Soccer and Women's Softball Coach
Tony Fritz, Hockey and Men's Soccer Coach
Frank Giannamore, Assistant Football Coach, J.V. Basketball Coach
Cardell "Skip" Cook, Swim Coach, Assistant Men's Soccer Coach
Matt Luebbers, Assistant Swim Coach
Charles E. Miller, Men's Basketball Coach, Men's Tennis Coach
Lucille Ramsey, Women's Tennis Coach
Jacqueline Ann Slaats, Women's Basketball and Volleyball Coach
Guy Stehley, Diving Coach
Peter Leone, Assistant Lacrosse Coach
Jeff Widmark, Assistant Ice Hockey and Women's Soccer Coach

TRUSTEES

OFFICERS:

Wesley M. Dixon, Jr., Chairman
James P. Gorter, Vice Chairman
Francis C. Farwell II, Secretary

CHARTER TRUSTEES:

Class of 1989

James R. Donnelley (1985), Group President, R.R. Donnelley & Sons
Francis C. Farwell II (1958), Partner, William Blair & Company
Daniel A. Gescheidle '57 (1977), President, ComSource Independent Foodservice Companies, Inc.
James P. Gorter (1971), Partner, Goldman, Sachs & Company
William U. Parfet '70 (1985), Corporate Vice President for Consumer Products, HealthCare Services, and Pharmaceutical Strategic Planning, The Upjohn Company
Geoffrey B. Shields (1985), Gardner, Carton & Douglas

Class of 1990

Peter B. Cherry (1981), President, Chief Executive Officer, Cherry Electrical Products Corporation
Wesley M. Dixon, Jr. (1966), Vice President, The Earl Kinship Capital Corporation
Russell W. Fisher (1979), President, Jasper Corporation
Mrs. Augustin S. Hart, Jr. (1979), Lake Forest, Illinois
Mrs. Frank T. Mohr, Jr. '52 (1980), Lake Forest, Illinois
James D. Vail (1986), Manager Public Affairs Operations (ret.), American Hospital Supply Corporation

Class of 1991

Mrs. Henry T. Chandler (1983), Lake Forest, Illinois
O. Renard Goltra (1987), President, Goltra Foundries, Inc.
Frederick Krehbiel II '63 (1985), Executive Vice President, Molex, Inc.
James A. Lovell, Jr. (1983), President, Centel Communications Company
Charles A. Meyer (1974), Senior Vice President, Public Affairs (ret.), Sears, Roebuck & Co.
Michael A. Miles (1987), President, Kraft, Inc.

Class of 1992

Robert T. DePree (1984), President, Lease Management Corporation
Mrs. Thomas H. Dittmer (1984), Lake Forest, Illinois
Harry D. Oppenheimer II '66 (1984), Chairman HDO Productions, Inc.
Mrs. Henry P. Wheeler (1984), Lake Forest, Illinois

EX OFFICIO:

Eugene Hotchkiss (1970), President, Lake Forest College

NATIONAL TRUSTEES:

Class of 1989

Frederick P. Engstrom '57 (1984), Executive Vice President, Hess, Grant & Co.
Vernon D. Jarrett (1985), Columnist, *Chicago Sun-Times*
Mrs. Thomas S. Tyler (1987), Lake Forest, Illinois

Class of 1990

Glen G. Cain '55 (1980), Professor of Economics, University of Wisconsin
William A. Lowry, Esq. '84 (1987), Pope, Ballard, Shepard & Fowle, Ltd.
Mrs. David O. MacKenzie '85 (1986), Lake Forest, Illinois

Class of 1991

Franklin W. Hamilton '65 (1987), Managing Director, Merger and Acquisition Strategies, Inc.
Mrs. Loomis I. Lincoln (1987), Lake Forest, Illinois
Louis E. Porterfield '51 (1983), Publisher, *GOOD HOUSEKEEPING*

Class of 1992

Mrs. James Casselberry (1988), Supervisor, Blood Component Therapy, Lake Forest Hospital
Miss Katherine Fox '86 (1988), Adler-Weiner Research
Mrs. Hugo Sonnenschein (1987), Winnetka, Illinois

EX OFFICIO:

Maurice F. Dunne, Jr. (1975), President, Lake Forest Graduate School of Management
Mrs. O. Renard Goltra (1988), President, Lake Forest College Women's Board
Scott W. Turner '76, President, Alumni Board of Governors

LIFE TRUSTEES

Miss Lilace Reid Barnes (1944-1961), Lake Forest, Illinois
George R. Beach (1955-1974), Midwest Regional Manager (ret.), E.I. DuPont de Nemours & Company
Gardner Brown (1965-1975), Limited Partner (ret.), White, Weld and Company, Inc.
Mrs. James H. Douglas, Jr. (1967-1969), Lake Forest, Illinois
Arthur G. Hailand, Jr. (1968-1984), Director, Air Wisconsin, Inc.
John H. Haugh '31 (1965-74, 1976-78), President, Tucson Tallow Co., Inc.
Mrs. Marc Hollender '42 (1977-1985), Nashville, Tennessee
Robert M. James (1979-1987), Senior Lecturer in Business Administration, The University of Chicago
Miss Mary Longbrake '35 (1969-1978), Vice President (ret.), The Northern Trust Company
Kenneth F. Montgomery (1964-1971), Of Counsel, Wilson and McIlvaine
Mrs. William R. Odell (1950-1976), Charlottesville, Virginia
Frank S. Read (1971-1986), Chairman (ret.), First National Bank of Lake Forest
Mrs. Richard W. Simmons (1973-1985), Lake Bluff, Illinois
Frank L. Spreyer '35 (1961-69, 1970-79), Executive Vice President (ret.), Jewel Food Stores
Ernest H. Volwiler (1950-1966), President (ret.), Abbott Laboratories
Harris E. Wilder (1933-1968), Vice President (ret.), The Illinois Company, Inc.
J. Howard Wood '22 (1944-1967), Chairman (ret.), The Tribune Company

THE FACULTY

Eugene Hotchkiss (1970) A.B., Dartmouth College; Ph.D., Cornell University; LL.D., Illinois College
President of the College

Faculty Emeriti

Donald E. Bartlett (1958-1979), B.A., William Penn College; M.A., Haverford College; B.D., McCormick Theological Seminary; Ph.D., Yale University
Professor of Religion, Emeritus

Martha Lydia Biggs (1937-1972), B.A., Lake Forest College; M.S., University of Illinois
Librarian, Emerita

Ann D. Bowen (1952-1986), Mus.B., Oberlin College; M.A., Columbia University; Mus.D., Northwestern University
Professor of Music, Emerita

John W. Coutts (1955-1986), B.Sc., M.Sc., University of Manitoba; Ph.D., Purdue University
Professor of Chemistry, Emeritus

Esther DeMerritt (1959-1979), Grinnell College
Associate Director of Admissions, Emerita

Marvin C. Dilkey (1955-1976), B.A., DePauw University; Ph.D., Cornell University
Professor of German, Emeritus

Frederic A. Giere (1962-1988), B.A., Luther College; M.S., Syracuse University; Ph.D., University of New Mexico
Professor of Biology, Emeritus

Rosemary D. Hale (1946-1984), A.B., Mount Holyoke College; M.A., American University
Professor of Economics, Emerita

Richard Watson Hantke (1942-1973), Ph.B., Ph.M., Ph.D., University of Wisconsin
Professor of History, Emeritus

Ann Louise Hentz (1956-1986), B.A., University of Rochester; M.A., Ph.D., Ohio State University
Professor of English, Emerita

H. Murray Herlihy (1957-1982), B.A., University of Alberta; M.A., Ph.D., The University of Chicago
Professor of Economics, Emeritus

Harald Christen Jensen (1942-1973), B.A., Iowa State Teachers College; M.S., State University of Iowa; Ph.D., Northwestern University
Professor of Physics, Emeritus

Joann Harrington Lee (1950-51; 1960-84), B.A. University of Missouri; M.A. in L.S., The University of Michigan
Assistant Librarian, Emerita

Elizabeth Teter Lunn (1930-1935; 1946-1970), B.A., Wellesley College; M.A., Ph.D., Northwestern University
Professor of Biology, Emerita

W. Gordon Milne (1951-1986), A.B., A.M., Brown University; A.M., Ph.D., Harvard University
Professor of English, Emeritus

Edwin Clark Reichert (1946-1974), B.A., University of Wisconsin; M.A., Ph.D., University of Minnesota
Professor of Education, Emeritus

Ruth Baker Sharvy (1967-1975), B.A., University of Wisconsin
Assistant Librarian, Emerita

Ralph L. Shively (1965-1987), B.S., M.A., Ph.D., The University of Michigan
Professor of Mathematics, Emeritus

Charles S. Smith (1962-1985), B.A., Western Kentucky State College; M.A., State University of Iowa; Ph.D., Indiana University
Associate Professor of Mathematics, Emeritus

Arthur W. M. Voss (1941-42; 1946-1976), B.A., M.A., University of Kansas; Ph.D., Yale University
Professor of English, Emeritus

Nicholas J. Wasylik, (1958-1979), B.S., Ohio State University; M.A., Columbia University
Physical Educator and Coach, Emeritus

Current Faculty

Robert A. Baade (1973), B.A., University of Wisconsin (Whitewater); M.A., Ph.D., University of Wisconsin (Madison)
James D. Vail Professor of Economics, Acting Chairperson of Economics and Business Department

‡**Catherine McDermott Baird** (1982), B.A., Hamilton College; Ph.D., University of Rochester
Lecturer in Biology

Sheila L. Baisden (1986), B.A., Lafayette College
Assistant Director of Admissions/Coordinator of Minority Recruitment

*__Charles F. Behling__ (1968), B.A., M.A., University of South Carolina; M.A., Ph.D., Vanderbilt University
Associate Professor of Psychology, Staff Member, Counseling Center

Kenneth C. Bennett, Jr. (1961), B.A., University of Wisconsin; M.A., University of Illinois; Ph.D., Indiana University
Professor of English, Chairperson of English Department

Catherine Benton (1987), B.A., Southern Illinois University; M.I.A. (International Administration and Cross-cultural Education), School for International Training; M.A., M.Phil., Columbia University
Coordinator of Intertaith Ministry and Lecturer in Religion; Acting Chairperson of Religion Department (Fall, 1988)

Bruce E. Bernard (1985), B.S., Southern Illinois University; M.S., Ph.D., University of Virginia
Assistant Professor of Physics

‡**Joan B. Boehnen** (1987), B.A., Cornell University; M.B.A., Wharton Graduate School
Director of Internships and Lecturer in Economics and Business

Ruthane I. Bopp (1960), B.A., Lake Forest College; M.A., Northwestern University
Registrar of the College and Instructor in Mathematics

R. Wayne Braxton (1982), B.A., Fairleigh Dickinson University; M.A., Kean College
Physical Educator and Coach

Martha T. Briggs (1987), A.B., Brown University; M.A., University of North Carolina — Chapel Hill; M.S., Columbia University
Assistant Librarian

Lisa Brock (1987), B.A., Howard University; M.A., Northwestern University
Instructor in History

‡**Herbert Bronstein** (1987), B.A., M.A., University of Cincinnati; B.H.L., M.H.L., D.D., Hebrew Union College
Lecturer in Religion, Sponsored by the Jewish Chautauqua Society

William T. Butterworth (1986), B.S., University of Santa Clara; M.S., Ph.D., Northwestern University
Assistant Professor of Mathematics

Lowell A. Carmony (1981), B.A., Indiana University; M.S., University of California (Berkeley); Ph.D., Southern Illinois University
Associate Professor of Mathematics and Computer Studies

Pack Carnes (1987), B.A., Wabash College; M.A., Ph.D., University of California (Los Angeles)
Associate Professor of Japanese

††**Dan P. Cole** (1965), A.B., Columbia University; B.D., Union Theological Seminary; Ph.D., Drew University
William R. Bross Professor of Religion, Chairperson of Religion Department

Cardell Cook (1985), B.A., Centre College (Danville, Kentucky); M.S., University of Alabama
Physical Educator and Coach

Daniel Coughlin (1985), B.A., Tufts University; M.A.T., Bridgewater State College (Massachusetts); Ph.D., The University of Connecticut
Assistant Professor of Chemistry

†††**Rosemary E. Cowler** (1955), B.A., New Jersey College for Women; M.A., Indiana University; Ph.D., Yale University
Professor of English, Hotchkiss Presidential Chair; Faculty Marshal

Michael Benet Croydon (1968), Associate, Royal College of Art (London)
Professor of Art and Acting Chairperson of Art Department (Spring, 1989)

Michael Edward Dau (1966), B.A., Lake Forest College
Director of Athletics; Physical Educator and Coach

Les R. Dlabay (1983), B.S., University of Illinois (Chicago); M.B.A., DePaul University; Ed.D., Northern Illinois University
Assistant Professor of Business

‡**Kathryn Dohrmann** (1975-1983; 1985), B.S., M.S., Ph.D., Iowa State University; M.P.H., Columbia University
Lecturer in Psychology

Bailey L. Donnally (1961), B.S., M.S., Auburn University; Ph.D., University of Minnesota
Provost and Dean of the Faculty; Professor of Physics

Richard F. Dye (1983), A.B., Kenyon College; M.B.A., Ph.D., The University of Michigan
Associate Professor of Economics

Michael H. Ebner (1974), B.A., University of Toledo; M.A., Ph.D., University of Virginia
Professor of History, Chairperson of History Department

Laurie Edwards (1987), B.A., Albion College; M.A. (Human Relations), Pacific Lutheran University; M.A. (TESL), Northern Arizona University
Assistant Dean of Students

†††**Arlene Eskilson** (1972), B.A., M.A., Roosevelt University; Ph.D., University of Illinois (Chicago Circle)
Professor of Sociology and Anthropology, Chairperson of Sociology and Anthropology Department

Roger J. Faber (1965), B.S., Calvin College; Ph.D., Michigan State University
Professor of Physics on the Jacob Beidler Fund, Acting Chairperson of Physics Department

Nancy C. Feldman (1988), B.S., University of Massachusetts; M.S., Smith College
Physical Educator and Coach

Paul B. Fischer (1971), B.A., M.A., City College of New York; Ph.D., University of Massachusetts
Associate Professor of Politics

C. Richard Fisher (1987), B.A., M.A., Ph.D., The University of Chicago
Assistant Professor of German

Hedwig E. Ford (1982), B.A., Albion College; M.S., Michigan State University
Assistant Librarian

†††**Ronald H. Forgus** (1958), B.Sc., M.Sc., McGill University; Ph.D., Cornell University
Professor of Psychology

Sandra M. Fox (1987), B.S., Florida State University; M.S., Ph.D., University of Texas — Austin
Assistant Professor of Education

Phylis M. Frankel (1968), B.S., M.A., Ph.D., Northwestern University
Associate Professor of Psychology; Director and Staff Member, Counseling Center

Anthony L. Fritz (1978), B.S., M.S., University of Wisconsin (Milwaukee)
Physical Educator and Coach

‡**James R. Fryxell** (1980-1986; 1987), A.B., Augustana College; M.S. (Mathematics), M.S., (Statistics), University of Illinois
Lecturer in Mathematics

Jonathan Fuller Galloway (1966), B.A., Swarthmore College; Ph.D., Columbia University
Professor of Politics, Irwin L. and Fern D. Young Presidential Chair

Jean-Luc Garneau (1964), B.A., Universite Laval (Quebec); M.A., University of Illinois (Chicago Circle); Licence es Lettres Libre, Universite Laval
Professor of French

Dennis Gash (1987), B.S., M.A., University of Kentucky; M.S., Northwestern University
Instructor in Economics

Carol Gayle (1966), B.A., Swarthmore College; M.A., Columbia University
Lecturer in History; Assistant to the President — Community Relations

David George (1985), B.A., M.A., Ph.D., University of Minnesota
Associate Professor of Spanish, Chairperson of Foreign Language Department

Philip Gerard (1986), B.A., University of Delaware; M.F.A., University of Arizona
Assistant Professor of English

Robert Bruce Glassman (1969), B.A., Columbia College; Ph.D., University of Pennsylvania
Professor of Psychology

Benjamin Goluboff (1986), B.A., New York University; M.A., Ph.D., University of Pennsylvania
Assistant Professor of English

Clayton Gray, Jr. (1977), B.A., Fisk University; M.A., University of Colorado (Boulder); Ph.D., University of California (Berkeley)
Associate Professor of German

Robert Morse Greenfield (1967), B.A., Occidental College; M.A., Ph.D., Columbia University
Associate Professor of English

Gertrude Grisham (1976), Absolutorium, University of Vienna; M.A. Ph.D., Northwestern University
Director of the Writing Center and Lecturer

Francis B. Gummere, Jr. (1968), A.B., Trinity College (Connecticut); M.Ed., St. Lawrence University
Dean of Admissions

Barbara C. Hansen (1982), B.S., M.S., Ph.D., The University of Michigan (Ann Arbor)
Assistant Professor of Biology

Forest W. Hansen (1963), A.B., Harvard College; M.A., University of Wisconsin; Ph.D., Johns Hopkins University
Professor of Philosophy

Judith Eilene Brown Harmon (1988), B.A., Carleton College; M.A., Boston University
Instructor in English

Keith D. Hazelton (Jan., 1988), B.A., M.A., University of Minnesota; Ph.D., Princeton University
Assistant Professor of History

‡**Irmfriede Hogan** (1985), B.F.A., M.F.A., School of the Art Institute of Chicago
Lecturer in Art

Robert L. Holliday (1982), B.S., University of Missouri (Rolla); M.S., Ph.D., Southern Illinois University
Associate Professor of Mathematics and Computer Studies

Monte S. Hull (1987), B.A., Carleton College; M.A., Ph.D., University of Hawaii
Assistant Professor of Philosophy

†**Tung Hon Jeong** (1963), B.A., Yale College; Ph.D., University of Minnesota
Professor of Physics, Chairperson of Physics Department

Kathleen A. Johnson (1986), B.A., M.A., Ph.D., University of California (Irvine)
Assistant Professor of French

Quentin R. Johnson (1986), B.A., Defiance College; M.A., Bowling Green State University
Associate Dean of Students

Ellen E. Jones (1984), B.A. (Political Science/Philosophy), B.A. (Speech/Theatre), University Tennessee; M.F.A., Indiana University
Technical Director/Lecturer in Theatre

Michael Mason Kash (1988), B.A., Lake Forest College
Instructor in Physics

Claudio J. Katz (1984), B.A., Indiana University; M.A., Ph.D., York University (Toronto)
Assistant Professor of Politics

Frank E. Kirby (1963), B.A., The Colorado College; Ph.D., Yale University
Professor of Music, Chairperson of Music Department

Laura K. Klingbeil (1965), B.S., University of Detroit; M.S., Michigan State University
Instructor in Chemistry

David L. Krantz (1963), B.A., Brooklyn College; M.S., Ph.D., Northwestern University
Professor of Psychology

Julia Kate Kurtz (1981), B.A., Lawrence University; M.A., University of Pennsylvania
Instructor in Spanish

‡**Arthur Lazar** (1980), M.F.A., Ohio University
Lecturer in Art

Dena K. Leggett (1986), B.S., Northern Illinois University; Ph.D., Wayne State University
Assistant Professor of Chemistry

D. L. LeMahieu (1974), B.A., Lawrence University; M.A., Ph.D., Harvard University
Professor of History

†††**Abba Lessing** (1965), B.A., Wesleyan University; M.A., Ph.D., Tulane University
Associate Professor of Philosophy

Louis G. Lombardi (1980), A.B., Brown University; Ph.D., University of Illinois
Associate Professor of Philosophy, Chairperson of Philosophy Department

Charles D. Louch (1957), B.A., The College of Wooster; M.S., Ph.D., University of Wisconsin
Professor of Biology

William B. Martin (1961), B.S., Franklin and Marshall College; Ph.D., Northwestern University
Professor of Chemistry, Chairperson of Chemistry Department

Louise C. Mason (1981), B.A., Swarthmore College; M.A., Tufts University; Ph.D. University of California (Berkeley)
Director of Theatre and Lecturer

Julie W. Massey (1980), B.S., University of Wisconsin; M.Ed., University of Pittsburgh
Assistant Dean of Students

‡**Colleen McNally** (1988), M.A., Illinois State University, Normal; M.F.A., The School of the Art Institute of Chicago
Lecturer in Art

Claire Farley Michaels (1973), B.A., M.A., Ph.D., The University of Connecticut
Professor of Psychology, Chairperson of Psychology Department

Thomas A. Mikolyzk (1986), B.A., Beloit College; M.A., The University of Chicago
Assistant Librarian

Arthur H. Miller, Jr. (1972), B.A., Kalamazoo College; M.A. (English), M.A. (Librarianship), The University of Chicago; Ph.D., Northwestern University
College Librarian on the A.B. Dick Chair

Charles A. Miller (1974), B.A. Swarthmore College; M.P.A., Ph.D., Harvard University
Professor of Politics

Charles E. Miller (1979), B.A., West Virginia Wesleyan College; M.A., West Virginia University
Physical Educator and Coach

Emily G. Miller (1986), B.A., Oberlin College; M.A., The University of Chicago
Assistant Librarian

Ronald H. Miller (1974), B.A., M.A., Ph.L., S.T.L., St. Louis University; Ph.D., Northwestern University
Dean of Students and Lecturer in Religion

†††**Alexander F. Mitchell** (1964), M.A., (First Class Honors), University of Edinburgh; Diploma in Art, Edinburgh College
Professor of Art, Chairperson of Art Department

‡**Ramona Mitchell** (1974), Staatsexamen, University of Kassel (Germany)
Lecturer in Art

Thomas Moodie (1965), B.A., Park College; M.A., Ph.D., Columbia University
Associate Professor of History

†**William Moskoff** (1970-72; 1983), B.A., Hunter College; M.A., Ph.D., Certificate, Russian Area Studies, University of Wisconsin
D. K. Pearsons Professor of Economics, Chairperson of Economics and Business Department

Nader Nazmi (1985), B.S., Iowa State University; M.S., Ph.D., University of Illinois (Champaign)
Assistant Professor of Economics

Mark D. Nelson (1986), B.A., Yale College; M.M., University of Illinois School of Music; M.F.A., Princeton University
Assistant Professor of Music

Edward W. Packel (1971), B.A., Amherst College; Ph.D., Massachusetts Institute of Technology
Ernest H. Volwiler Professor of Mathematics, Chairperson of Mathematics and Computer Studies Department

Lynne Pudles (1987), B.A., University of Pittsburgh; M.A., Ph.D., University of California (Berkeley)
Assistant Professor of Art

De Juran Richardson (1986), B.A., M.S., Ph.D., Northwestern University
Assistant Professor of Mathematics

Stephanie Riger (1973), B.A., M.A., Ph.D., The University of Michigan
Associate Professor of Psychology

Deistl Ross (1984), B.S., Purdue University; M.M., Northwestern University
Assistant Professor of Business

††**Diane M. Ross** (1980), B.A., M.A., Ph.D., Yale University
Associate Professor of English

††**Steven J. Rosswurm** (1977), B.A., The University of Michigan; M.A., Ph.D., Northern Illinois University
Associate Professor of History

Ahmad Sadri (1988), B.A., M.A., Teheran University; M.A., New School for Social Research
Instructor in Sociology and Anthropology

Carmine L. Salvucci (1985), B.A., College of Holy Cross
Assistant Director of Admissions

Franz Schulze (1952), Ph.B., The University of Chicago; B.F.A., M.F.A., School of the Art Institute of Chicago
Betty Jane Schultz Hollender Professor of Art; Assistant Faculty Marshal

‡**Florence Singer** (1975), B.A., Barat College; M.S., Illinois Institute of Technology
Lecturer in Education

Jacqueline Ann Slaats (1986), B.S., Iowa State University
Physical Educator and Coach

W. Rand Smith (1977), A.B., University of North Carolina; M.A., Ph.D., The University of Michigan
Associate Professor of Politics, Chairperson of Politics Department

George L. Speros (1963), B.S., Edinboro State College; M.A., Middlebury College; Ph.D., University of Madrid
Associate Dean of the Faculty and Associate Professor of Spanish

Barbara B. Stadheim (1987), B.A., University of Wisconsin; M.A., Loyola University of Chicago
Staff Counselor, Counseling Center; Lecturer in Psychology

Ghada Hashem Talhami (1983), B.A., Western College for Women; M.S., University of Wisconsin (Milwaukee); Ph.D., University of Illinois (Chicago Circle)
Assistant Professor of Politics

Carol E. Thickstun (1986), B.A., Middlebury College; M.A., University of Minnesota
Director of Madrid Internship Program and Lecturer

Martin L. Thompson (1962), B.A., Concordia College; Ph.D., Indiana University
Professor of Chemistry

Mark J. Tierno (1979), B.A., Adelphi University; M.A., ArtsD., Carnegie-Mellon University
Associate Professor of Education, Chairperson of Education Department; Secretary of the Faculty

David Walter Towle (1988), B.S., M.S., University of New Hampshire; Ph.D., Dartmouth College
Foster G. McGaw Professor of Biology, Chairperson of Biology Department

Robert James Troyer (1968), B.S., Ball State University; M.A., Ph.D., Indiana University
Professor of Mathematics

Carolyn Tuttle (1984), B.A., Boston College; M.A., Ph.D., Northwestern University
Assistant Professor of Economics

Jill Van Newenhizen (1987), B.A., Lake Forest College; M.S., Northwestern University
Instructor in Mathematics

****Nance Van Winckel** (1979), B.A., University of Wisconsin (Milwaukee); M.A., University of Denver
Associate Professor of English

Jennifer J. Wallace (1985), B.A., M.A., Ph.D., Northwestern University
Assistant Professor of Sociology and Anthropology, Acting Chairperson of Sociology and Anthropology Department (Spring, 1989)

Delores M. Walters (1988), B.S. (Biology), City College of New York; B.S. (Nursing), Columbia University School of Nursing; M.A. (Liberal Studies), Ph.D. (Anthropology), New York University
Assistant Professor of Sociology and Anthropology

††**Kenneth L. Weik** (1967), B.S., Northern Illinois University; M.S., Ph.D., Southern Illinois University
Associate Professor of Biology

Naomi Wentworth (1983), B.A., University of Massachusetts (Amherst); M.S., Assumption College; Ph.D., The University of Connecticut
Assistant Professor of Psychology

Cynthia B. Woodbury (1988), B.A., Northwestern University; M.S.A., DePaul University
Assistant Professor of Business

Arthur Zilversmit (1966), B.A., Cornell University; M.A., Harvard University; Ph.D., University of California (Berkeley)
Professor of History, and Director of the M/LS Program and Community Education

‡**Nicole Zreczny** (1980), B.A., Roosevelt University; M.A., The University of Chicago; Ph.D., Northwestern University
Lecturer in French

Dates in parenthesis indicate year of original appointment to the faculty and length of service
‡Part-time teaching, 1988-89
†Sabbatical leave of absence, 1988-89
††Sabbatical leave of absence, Fall term, 1988
†††Sabbatical leave of absence, Spring term, 1989
*Leave of absence, 1988-89
**⅖ leave of absence, 1988-1989
***Leave of absence, Spring term, 1989

THE ALUMNI ASSOCIATION

Since its first annual meeting in June of 1883, the Alumni Association has worked to keep alumni aware of and active in the ongoing life of the College. Under the guidance of a national Board of Governors, the Alumni Association develops and promotes a variety of alumni programs both on the Lake Forest College campus, and regionally through a network of Regional Councils.

The Office of Alumni Relations coordinates and promotes the various alumni programs, and functions as a liaison between the Regional Councils and the College. It plans and participates in a range of activities designed to bring together Chicago area alumni and the College community, including the annual Homecoming celebration. The Office of Alumni Relations also maintains files of current addresses and biographical data of all former students.

Alumni volunteers provide many services to the College. They help the Admissions Office by identifying potential candidates for admission and host informal receptions with the Dean of Admissions for newly admitted students and their parents each spring. They assist the Office of Career Planning and Placement by participating in career seminars, by providing information about job availability for both summer and permanent employment, and by making positions available for the academic-professional internship program. Alumni volunteers assist with the overall fund raising effort of the College by helping to identify potential donors and by participating in regional or special fund raising efforts.

The publication SPECTRUM, a tabloid published four times annually, provides a continuing link between the College and the alumni.

Alumni Board of Governors

President:	Scott W. Turner '76
Vice President:	Donn B. Wright '52
Secretary:	Abigail G. Fassnacht '82

Board Members:
William S. Aldrich '78
M. Lynn Keepper Baehr '80
Alton M. Bathrick '60
Norman A. Berglund '52
Tami Pearse Byczek '80
John W. Carnahan '86
Roberta L. Casey '80
Edward G. Cochran '75
Mary Dallas Cole '72
Louis G. Conforti '86
John P. Durning '88
Ann Holmgren Elias '63
Christopher D. Evans '77
Bruce T. Geary '83
Charles H. Gedge, Jr. '67
Jean Robertson Goris '52
Henry M. Greene '77
Arthur G. Hailand III '74
Vahan Janjigian '77
Donald Levy '52
Elizabeth M. Sadler Liebman '79
Antoinette Potratz Mathis '61
Harry G. Meadows '44
Bruce A. Mills '61
Madelyn Johnson Negley '56
Dennis R. Nyren '72
Jelveh Palizban '80
Molly A. Porterfield '83
David S. Reiter '83
Jonathan C. Roth '86
Carleen L. Schreder '79
Frances Waldo Smith '36
Philip K. Sokody '61
James E. Steen '70
William H. Straus '76
Florence Amzallag Tatistcheff '65
Bruce R. Taylor '79
Scott W. Turner '76
Marilyn Tzakis '79
Sharon Spratt Waller '83
Ellen Warner '77
Donald H. Williams, Jr. '64
Kenneth W. Wolf '52
Donn B. Wright '52

Life Members:
John C. Carter '43
Alfred E. Kuerst '37
Mary Longbrake '35
Dorothy R. Maiman '34
Elmer J. Maiman '39

Alumni Charter Trustees:
Jean Whyte Mohr '52
William U. Parfet '70

LAKE FOREST COLLEGE WOMEN'S BOARD

Mrs. O. R. Goltra, Chairman

The Women's Board was founded in 1971 for the purpose of establishing a closer relationship and a better understanding between the College and the Lake Forest/Lake Bluff community. The members of the Board participate in special programs during the year designed to bring an in-depth understanding of campus life and academic aims.

Each year the Women's Board helps to enrich campus life by sponsoring a Woodrow Wilson Fellow. Visitors in the past few years have included Franklin Williams, President of the Phelps-Stokes Fund and former U.S. ambassador of Ghana and UNESCO delegate; Carol O'Cleireacain, assistant to the executive officers of American Federation of State, County and Municipal Employees; and most recently, Arthur Hummel, Jr., former ambassador to the People's Republic of China and career diplomat. The Fellows visit classes, are available for questions, and give lectures which are free and open to the community.

The Women's Board also sponsors a lecture series designed to investigate topics of current interest. In January 1988, a seminar was held entitled *East Asian Perspectives*. The seminar, open to the public, was conducted by Lake Forest College professors Rosemary Cowler, Michael Ebner, Arlene Eskilson, David Krantz, and William Moskoff.

LAKE FOREST GRADUATE SCHOOL OF MANAGEMENT

The Lake Forest Graduate School of Management, formerly the Advanced Management Institute (AMI), is located on the College Campus. Lake Forest College and the Lake Forest Graduate School of Management have had shared facilities since the School was originally founded as the Industrial Management Institute in 1946. Each is independently accredited and governed, but enjoy a cooperative and supportive relationship.

For LFGSM, the College offers the physical and academic environment of a nationally known collegiate institute. LFGSM brings to the college campus adult students and the attention of industries all concerned with quality education.

The Lake Forest Graduate School of Management offers programs to develop the professional abilities and potential of working managers in cooperation with more than three hundred companies in the Chicago metropolitan area. The School confers both a Master of Business Administration (MBA) degree and a Master of Science in Management (MSM) degree. For information about the programs, call the Director of Admissions at Lake Forest Graduate School of Management, 312-234-5005.

Geographic Distribution of Students 1987-88
(September, 1987)

U.S. CITIZENS

STATE	NUMBER
Alabama	1
Alaska	2
Arizona	11
California	35
Colorado	27
Connecticut	45
District of Columbia	4
Florida	11
Georgia	8
Hawaii	1
Idaho	3
Illinois	406
Indiana	41
Iowa	11
Kansas	2
Kentucky	8
Louisiana	3
Maine	7
Maryland	4
Massachusetts	101
Michigan	22
Minnesota	11
Mississippi	1
Missouri	21
Nebraska	13
Nevada	1
New Hampshire	11
New Jersey	24
New Mexico	7
New York	49
North Carolina	2
Ohio	53
Oklahoma	1
Oregon	10
Pennsylvania	21
Rhode Island	8
South Carolina	1
South Dakota	1
Tennessee	15
Texas	8
Vermont	6
Virginia	6
Washington	7
West Virginia	2
Wisconsin	48
Wyoming	2
	1082

U.S. CITIZENS OUTSIDE U.S.A.

COUNTRY	NUMBER
Austria	1
El Salvador	1
Hong Kong	1
Kenya	1
Kuwait	1
Singapore	1
United Kingdom	2
Zimbabwe	1
	9

FOREIGN STUDENTS

COUNTRY	NUMBER
Bahamas	1
Brazil	1
Bulgaria	1
Canada	3
Chile	1
Ecuador	1
Egypt	1
Finland	2
France	1
Hong Kong	3
India	3
Italy	1
Japan	3
Korea	4
Mexico	2
Nigeria	1
Sweden	1
Thailand	1
United Kingdom	4
Vietnam	1
	36

Total States	45
Total Foreign Countries	26

MAJOR ENDOWED SCHOLARSHIP FUNDS
(All Scholarships Require Demonstrated Financial Need)

Elizabeth L. Beidler Scholarship for Women
Established by Mr. Francis Beidler II and the Francis Beidler Charitable Trust to assist a female student.

1987-1988 Recipient: Mariann Loffredi '88 — Chicago Heights, IL
Marian Catholic High School

Francis Beidler Scholarship for Men
Established by Mr. Francis Beidler II and the Francis Beidler Charitable Trust to assist a male student.

1987-88 Recipient: Tim Ellsworth '90 — Palos Heights, IL
Marist High School
(Chicago, IL)

The Bockhoff Scholarship
Established by Mr. and Mrs. Lawrence B. Hunt, in honor of Erma Bockhoff Hunt '15, Camilla Bockhoff Dunn, '09 and Mary Bockhoff McCrea, '07, to assist a student in the humanities who shows special academic promise.

1987-88 Recipient: Heather Adams '90 — Springfield, IL
Springfield High School

The Class of 1935 Scholarship Fund
Established by gifts from the members of the Class of 1935 in honor of the fiftieth anniversary of their graduation from the College.

1987-88 Recipient: Lorraine Weston '89 — Palm Desert, CA
Indio High School
(Indio, CA)

Joseph B. Fleming Scholarship
Established by Joseph B. Fleming and the Robert R. McCormick Charitable Trust to assist an outstanding student.

1987-88 Recipient: Robert Boyke '88 — North Chicago, IL
North Chicago Community High School

Lila B. Frank Scholarship
Established by Mr. Curtiss E. Frank, in honor of his wife, to assist a male student who demonstrates potential leadership in public affairs.

1987-88 Recipient: Brian Rieck '89 — Glendale, WI
Nicolet High School
(Milwaukee, WI)

Nellie V. Freeman Scholarship
Established by Mrs. Nellie V. Freeman to assist a student in need of financial aid with preference given to students of the Presbyterian faith.

1987-88 Recipient: Katherine Goodrich '92 — Baton Rouge, LA
McKinley Senior High School

Nathan S. Goldstein Scholarship
Established by Mrs. Nathan S. Goldstein, in memory of her husband, to assist a junior majoring in history.

1987-88 Recipient: Steve Strauss '89 — Chicago, IL
Quigley Preparatory High School — North

Robert Hixon Memorial Scholarship
Established by Mrs. Robert Hixon, in memory of her husband, to assist a male student of high academic ability and good moral character, with preference given to science majors.

1987-88 Recipient: James Resek '88 — Elk Grove Village, IL
Elk Grove High School

Betty Jane Hollender Scholarship
Established by Betty Jane Schultz Hollender '42 to assist an outstanding student.

1987-88 Recipient: Lanetta Anderson '88 — Memphis, TN
North Side High School

Ralph and Florence Jones Scholarship
Established by Mr. and Mrs. Ralph Jones to assist a student who demonstrates financial need, and preference is given to a student who participates in intercollegiate athletics.

1987-88 Recipient: Thomas Keeshan '89 — Arlington Heights, IL
St. Viator High School

Louis A. Keller Scholarship
Established in honor of Prof. Keller by Mr. John Reuss '45 and other alumni of the College to assist a Lake Forest College student. First preference is given to a Waukesha County Wisconsin high school graduate.

1987-88 Recipient: Priscilla Posick '91 — Waukesha, WI
Waukesha South High School

W.R. Meadows Scholarship
Established by Mr. and Mrs. Harry G. Meadows '44 (Ruth C. Anderson '46), in honor of Mr. Meadows' father, William '18, to assist a Lake Forest College student.

1987-88 Recipient: John Checkett '89
John F. Kennedy High School
(Manchester, MO)

Raymond Moore Scholarship
Established by a bequest from Mr. Raymond Moore to assist students attending Lake Forest College with preference being given to graduates of Lake Forest High School.

1987-88 Recipient: Tammy Caringello '89 — Lake Bluff, IL
Lake Forest High School
(Lake Forest, IL)

Fred Nitz Scholarship Fund
Established by Anna Colette McIntyre in honor of her foster father to assist students who demonstrate need, with preference given to students from St. Peters Lutheran Church in Joliet, Illinois and students from Millburn, Illinois.

1987-88 Recipient: Paul Delosreyes '91 — Waukegan, IL
Warren Township High School
(Gurnee, IL)

Herbert D. Peterson, Jr. Memorial Scholarship Fund
Established by Mr. and Mrs. Herbert Peterson in memory of their son, Herbert Jr. '50 to assist a Lake Forest College student.

1987-88 Recipient: Katherine Palmer '91 — Glenview, IL
Glenbrook South High School

Mr. & Mrs. Louis H. Rose Scholarship
Established by gifts from Chicago area newspaper distributors to honor Mr. and Mrs. Rose on their 50th wedding anniversary. Preference given to a student who has demonstrated financial need, and has worked in newspaper circulation activities.

1987-88 Recipient: Scott Geary '88 — Mundelein, IL
Mundelein High School

Gottlieb Schaffer Memorial Fund
Established by Mr. Otto G. Schaffer '13 to assist a Lake Forest College student.

1987-88 Recipient: Mathew Heiser '88 — Menomonee Falls, WI
Menomonee Falls North High School

Wilma W. Spreyer Scholarship
Established by Mr. Frank Spreyer '35, in memory of Mrs. Wilma Westerman Spreyer '35, to assist a student who demonstrates financial need, with preference given to a black woman.

1987-88 Recipient: Kina Gray '89 — Chicago, IL
Morgan Park Academy

Truman Scholarship
Established by Mr. Roswell Truman through a gift annuity, to assist students who demonstrate financial need with preference to those residing in the United States east of the Ohio River.

1987-88 Recipient: Karen Masella '91 — Brook Park, OH
Berea High School
(Berea, OH)

William and Cecelia Wetzel Scholarship
Established during the 1983-84 academic year by the estate of Dr. Rita J. Wetzel '49, in honor of Dr. Wetzel's parents. Scholarship to assist a Lake Forest College student.

1987-88 Recipient: Kevin Pohle '91 — Evergreen, CO
Clear Creek Secondary School
(Idaho Springs, CO)

Ruth Hendrickson Wood Science Scholarship
Established by Mr. J. Howard Wood '22 in memory of his wife who was in the class of 1921, to assist a woman majoring in one of the sciences or mathematics.

1987-88 Recipient: Janell Batchellor '89 — Vero Beach, FL
Vero Beach Senior High School

Blanche Young Scholarship
Established by a bequest from Blanche Young Oldham '15 to assist a student majoring in the general field of communications.

1987-88 Recipient: Valerie Jarstad '88 — Rockford, IL
Decorah High School
(Decorah, IA)

Irvin L. Young Scholarship
Established by Mr. Irvin L. Young '26, and supported by the Irvin L. Young Foundation to assist students who demonstrate financial need, with preference given to those students who are children of Protestant ministers or persons engaged in social work.

1987-88 Recipient: Robert Urich '90 — Oneida, NY
St. John's Preparatory School
(Collegeville, MN)

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DEGREES AND SENIOR HONORS

Degrees Conferred, 1988

Honorary Degrees

DOCTOR OF LAWS

Jerome W. Van Gorkom

DOCTOR OF FINE ARTS

George I. Shirley

DOCTOR OF HUMANE LETTERS

Fern D. Young

DOCTOR OF SCIENCE

Leon M. Lederman

Master of Liberal Studies

Robert Gould Bullard, Jr.
Patricia Anne Ketzel
Adele Anne Murphy
Julia McLaury Simpson

Bachelor of Arts

Karen Lynette Affrunti, Business
Lanetta Anderson, Biology; Chemistry
Neal Konrad Anderson, International Relations; Spanish
Victoria Mercedes Angel, Psychology
Anthony David Atkinson, English
Todd Charles Auffrey, Business
Edward James Baccari, Biology
Christopher Enright Bailey, Philosophy
Brian Francis Baker, History; Politics
H. Clay Baldwin, Art; Psychology
Anna Michelle Bedwell, Psychology
Elaine Belsito, Comparative World Literature
George Arthur Benington, Politics
Craig Richard Bennett, Computer Studies; Physics
Coleen Ann Berg, Psychology
Susan R. Berman, Business
Ralph Allen Berninzoni, Biology; Business
Cynthia Ann Biebel, Politics
Nancy Ellyn Bieluwka, Art: Art History
Hermelinda P. Blaim, Business
Kyle M. Blossom, Business
Jeffrey Robert Bollman, Business
Jay Kevin Borne, Biology
Madeleine Jeannette Bourdeaux, Economics; French
Robert Paul Boyke, Business; Mathematics
Joseph Robert Brehm, Business
Kevin J. Broderick, Psychology
Catherine Culloden Brown, History
Jamie Brundage, International Relations; Spanish
Lisa Jane Brundage, Art: Art History; Psychology
Mary Ellen Frantz Bull, Sociology and Anthropology
Edward Erik Burns, Psychology
Veronica Mary Burns, International Relations
Gerald W. Callahan, Psychology
Eugene Edward Carr, Economics
Louis Joseph Carter III, Business
Mary Jo Casaletto, Economics; German
Joseph M. Cataldo, Psychology
Pam Chantha, Business
Virginia Powell Cheston, Psychology
Catherine Cybele Chin, Area Studies
Victoria Lynne Ciszek, German; International Relations
Ian Richardson Clemmey, Business
Jon Vincent Coretti, Politics
Christine Mary Cosentino, Business
Ellen Elizabeth Cothran, Philosophy
S. Jeanne Crangle, History
Lauren Kelly Crawford, Art

Ann Fitzgerald Cummins, Psychology
Patrick T. Curran, Chemistry
John Andrew Currie, Business; Economics
Donald Edward Czarapata, Jr., Mathematics
Kimberley Claire Dall, English; Politics
Tamara Eileen Daniels, Psychology; Education
Peter Stephens Dauk, English
Jeffrey L. Davis, Politics
Kelley Anne Davis, English; Psychology
Stacey Leigh Decker, Business; Psychology
Leonard Joseph DeFrancisci, Business
JoAnn Dickinson, English
Roger Cesare DiGregorio, Computer Studies
Courtney Ann Doherty, French; Spanish
Peter Ford Doherty, Art
Susan Elizabeth Doran, Psychology
John Patrick Durning, Politics
Brian W. Ellis, Philosophy
Susan Elizabeth Elson, English
Robert McElvenny Erie, Economics; Physics
Daniel George Farley, Computer Studies
Devon Elizabeth Fields, Economics
David King FitzSimons, Jr., Business
William Joseph Flahive, Jr., Biology
Ann Joyce Flynn, Psychology
Pamela Sue Fortunoff, English
Aileen M. Fraider, Biology; Psychology
George James Frangos, Politics
Andrew Lawrence Gadzinski, Politics
Carolyn Elizabeth Gage, Art
Dianne Elizabeth Gard, Psychology
Scott Michael Geary, Economics
Susan Gerity, English; Philosophy
Michael John Gibbons, Business; Psychology
Tracy D. Gillespie, Psychology
Kathryn Christine Graham, Psychology; Sociology and Anthropology
Kelly Griffin, Economics
Wade Alan Gritt, Business; Psychology
Caroline Ann Guip, Biology
Patricia Ellen Haag, Sociology and Anthropology
Michael Ray Hagens, German; International Relations
Huntingdon Hargett Hagin, Art; Psychology
Stephen R. Hahn, Business
Todd Alan Hamman, Mathematics
Michael Andrew Hanlon, Computer Studies; Mathematics
Christopher Kent Hardaway, Biology
Marc Randall Hardin, English
Michael A. Hartler, Psychology
Peter A. Hartman, Politics
David Curtice Hartwell, Area Studies; Economics
Kerri Elizabeth Hearn, English
Mathew Alan Heiser, Economics
Judith Feagans Heisley, History
Vicki Jean Hendrickson, English
Larry Eugene Henneman, Jr., Physics
Karin Yost Hensge, German; International Relations
Deborah Jean Hinckley, Sociology and Anthropology
Brad Alan Hironimus, Economics
Suzanne Denise Hirsch, Business; Politics
Joseph Brenneman Hoffer, Psychology
J. Jody Horn, Business; International Relations
Jack Douglas Horn, Comparative World Literature
Peter Richard Huey, Psychology
Kai Kender Ichikawa, Business
Christopher Michael Inebnit, Politics
Michele Marguerite Jacquez, Psychology
Matthew A. Jahnke, Business; Psychology
Dean Michael Janeff, History
Michael Henry Jargstorf, Art: Art History
Valerie Jo Jarstad, Economics; English
Matthew Gerard Johnson, Politics
Claire Hanna Jonklaas, Psychology
David R. Kalebic, Business; Computer Studies
Denise M. Kazmier, English
Timothy Thomas Kelly, Business
Un Hee Kim, Mathematics
Christopher Edward King, Business; Philosophy
John Forsyth Kirchoff, Philosophy
Carolyn Dianne Kniebes, Art
Cristen Louise Kogl, Politics
Sarah Ann Kress, Business
Niki Jitendra Kusumgar, Business; French
Mark Scott LaFramboise, English
Laura Ann Lane, International Relations
Rebecca Bird Lapham, Business; Psychology
Laurie Jean McChesney Lauke, Psychology
John Michael Lawrence, Politics
Bronwen Gay Aabye Leatham, Psychology
Jiyoung Lee, Biology
Susan Ellen Lehman, Biology; Education
Kelly Leonard, The Historical and Religious Dimensions of Contemporary American Literature
Ian Lessing, Philosophy
Mariann Loffredi, Chemistry
Polly Ann MacLean, Economics

Laurence Malahieude, Business
James Lawrence Mandell, Economics
Julia Lynn Mannarelli, Psychology; Education
Christopher Frederick Martin, Biology; Psychology
Jill Mason, English
Nora Catherine Matthews, Business
Richard Kent Mattick, Biology
Christine Meredith McAdams, International Relations
Laura Gates McKelvy, Politics; Sociology and Anthropology
Jill B. Meyer, Psychology
Lori Susan Michelsen, Business; Chemistry
Carlotta Redmond Mills, English
Laura Anne Mitoraj, Psychology
Mark Scranton Mobley, History
Sarah J. Moeller, Philosophy; Politics
John Thaddeus Moser, Mathematics
Corinne Brewer Mullins, Politics
Christine Anne Murphy, Art: Art History; Humanistic Inquiry
Serre Livingston Murphy, Art: Art History; Psychology
Katherine A. Muster, Business; Psychology
Deborah Marie Nagel, English; Psychology
Louise Marie Neagle, English
Brad Thomas Needles, Psychology
Lisa Kathleen Nemetz, Biology; Business
Odell Calvin Nickelberry, Economics
Michael Jacob Nowak, Psychology
Mark Anthony Nutile, Psychology
Kimberley Kay Olson, Business; Economics
Lisa Marie Olson, Mathematics
Matthew Edward Ortiz, Economics; Politics
Laurie Ann Ostrowski, Sociology and Anthropology
Patrick Joseph Palubin, Business
Michael Charlton Parker, Sociology and Anthropology
Scott David Parker, Business
Kristin Pearson, Psychology
Stephanie B. Peterson, Economics
Diana Bradley Phillips, English
Paula Rae Piepho, Biology; Comparative World Literature
Pamela Joy Pleviak, English
Karen Gail Plouffe, Economics
Steven R. Prosniewski, Economics
Gwen Ellen Pulford, Biology
Jennifer Susan Quinn, Psychology; Sociology and Anthropology
Linda Racaniello, Business
Heather Margaret Ray, English; French
Kristen Kimberly Read, History
Adrienne Reda Regnier, English; Philosophy
James Edward Resek, Chemistry
Jeanette Makini Richard, Politics
Andrew Erickson Richards, Art
James Henry Richards IV, Economics
Thomas Joseph Rieckelman, Business; Economics
Andrew Kearney Roane, Philosophy
Christine L. Roby, Comparative World Literature
Carol Elizabeth Rockwood, Biology; Psychology
Kurt Robert Roemer, Business
Christopher John Rogers, Politics
Susan E. Rosenbacher, English
Alexis May Rosenthal, Art: Art History
Gina Marie Ross, Biology; Education
Jill Ann Rossen, English; Education
Sarah Githens Rueppel, Art: Art History
Jeffrey Richard Sandreuter, Business; Psychology
Brett Allen Sanidas, Economics
Cynthia Lauren Schlifke, Psychology
Julie Rae Schloemer, Business
Michael Edward Schreiber, Psychology
Dean Matthew Scimeca, Business; Economics
David Halfyard Secor, Business
Tamra Lee Semmer, English
Laura Elaine Sepulveda, Business
Molly Jane Sheehan, Psychology
Linda Skountzos, Business
Dara Lynne Smith, Business
Pamela Wyckoff Smith, German
Shelley Ann Spaner, Economics
Elizabeth Susanne Starinchak, Biology
Karen Frances Staroszczyk, Business; French
Amy T. Steffen, French; International Relations
Mary Marcella Stemp, Art: Art History; International Relations
Harold William Stewart III, English
Sam Stokes III, Biology; Chemistry
Jennifer Lynn Stoops, English
Robert Bruce Sutherland, Jr., Business
Heidi Christine Sweetman, Business; Mathematics
Mark Albert Winston Tarpey, Politics
Elizabeth Wendell Taussig, English
Ilia Anastasia Theodossis, Business; Psychology
Michael James Tierney, English
Robert Steven Topel, English
Tammy Jo Trefny, Business

Edward Francis Troy, Jr., Business
Nina Aglaida Unkovskoy, Psychology
Abraham Untermyer, Sociology and Anthropology
Eric A. Van Acker, Psychology
Mary Beth Van Dyke, Art: Art History; International Relations
Eleni Verveniotis, Psychology; Education
Eric Robert von Helms, History
Karen Lynn Waldman, Business
Mary Clare Wallace, History
Kimberly Joyce Walter, Art; English
Maria Terese Ward, Economics
Seth Daniel Watson, Politics
Samara Kim Way, Psychology
Mark Christopher Weaver, History
Brigit Elizabeth Wehrle, Biology
Susan Lynne Weintraub, Psychology
Michael Paul Welch, Economics; Mathematics
Laura Michelle Westheimer, Business
Cornelia Sutherland Wheelock, English
Wendy A. Wick, International Relations
Nicole Wieber, English
Judith Lynn Wiesbrook, Business; Psychology
Andrea Marie Wiideman, Politics
Anne Marie Wildenberg, Business; Psychology
Michael L. Wilford, Business
Robert MacDonald Wilkinson, History
Gary William Willett, History
Mignon Evette Williams, Mathematics
Katherine E. Williamson, Biology; Psychology
Kimberly Jean Woodbury, Mathematics
Jean Elizabeth Woolsey, Psychology
Robert C. Wynn, Jr., Physics

Honors and Awards, 1988

Phi Beta Kappa, Theta Chapter of Illinois

Lanetta Anderson
Craig Richard Bennett
Ellen Elizabeth Cothran
Roger Cesare DiGregorio
Matthew Gerard Johnson
Cristen Louise Kogl
Mariann Loffredi
Jennifer Susan Quinn
James Edward Resek
Carol Elizabeth Rockwood

Independent Scholar

Kelly Leonard

Summa Cum Laude

Robert Paul Boyke
Pamela Joy Pleviak
James Edward Resek

Magna Cum Laude

Craig Richard Bennett
Ellen Elizabeth Cothran
Larry Eugene Henneman, Jr.
Matthew Gerard Johnson
Cristen Louise Kogl
Jennifer Susan Quinn

Cum Laude

Lanetta Anderson
Neal Konrad Anderson
Jamie Brundage
Lisa Jane Brundage
Mary Jo Casaletto
Donald Edward Czarapata, Jr.
JoAnn Dickinson
Roger Cesare DiGregorio
Mathew Alan Heiser
Joseph Brenneman Hoffer
Jack Douglas Horn
Christopher Michael Inebnit
Kelly Leonard
Mariann Loffredi
Richard Kent Mattick
Matthew Edward Ortiz
Kristen Kimberly Read
Carol Elizabeth Rockwood
Susan E. Rosenbacher
Gina Marie Ross
Brett Allen Sanidas
Michael Edward Schreiber
Linda Skountzos
Shelley Ann Spaner
Karen Frances Staroszczyk
Kimberly Joyce Walter
Seth Daniel Watson

Graduation With Honors in the Major

Catherine Cybele Chin, *Area Studies*
Matthew Gerard Johnson, *Politics*
Cristen Louise Kogl, *Politics*
Kelly Leonard, *The Historical and Religious Dimensions of Contemporary American Literature*
Mariann Loffredi, *Chemistry*
Jennifer Susan Quinn, *Sociology and Anthropology*
James Edward Resek, *Chemistry*

Graduation with Special Honors in Senior Thesis

Chin, C. Cybele. *"Pearls on a String: Modern Chinese Women as Writers and Emancipators."*
Graham, Kathryn C. *"The Social Process of Identifying and Addressing Social Problems: The Cases of Alcoholism and Wife Abuse."*
Horn, Jack Douglas. *"The Torah/Pentateuch: Its Codes and Myths Concerning Sexuality and Their Origins."*
Johnson, Matthew G. *"U.S. Foreign Policy and Its Effect on Human Rights in Latin America: A Case Study of Argentina and El Salvador during the Carter and Reagan Administrations."*
Kogl, Cristen. *"Religion and Emancipation: A Comparative Study of Black Theology in the United States and Liberation Theology in Nicaragua."*
Lane, Laura. *"The Politics of South African Theatre."*
Leonard, Kelly. *"Writing to God: Jack Kerouac and His Beat Generation."*
Loffredi, Mariann. *"Neighboring Group Effects in the Reactions of Substituted Butanoic Acid Derivatives."*
Mills, Carlotta Redmond. *"Creators of a Patchwork Quilt: Building a Female Poetic Tradition."*
Quinn, Jennifer S. *"Competition and Cooperation in Kindergarten Classrooms: Structure and Socializing Effects."*
Resek, James E. *"Synthesis of Arylalkyl Diamines."*
Richards, Andrew E. *"Oil Painting."*
Stemp, M. Marcella. *"U.S. Foreign Policy and El Salvador: A Study of Electoral Politics and Land Reform."*
von Helms, Eric R. *" 'Last Night Approached Anarchy and Today Appeared to Grow More Serious': Media Images of the 1919 Boston Police Strike."*
Way, Samara Kim. *"Parental Support Behaviors and Children's Academic Performance: A Correlational Study."*

Prizes and Memorial Awards, 1988

Edward H. Oppenheimer Memorial Prizes—John Durning, Carlotta Mills

Tamara Lee Wefler Award—Laura Lane

Scholar/Athlete Award—Mary Jo Casaletto, Gina Ross

Nicholas J. Wasylik Senior Athletic Award—Suzanne Hirsch

Emma Q. Haas Memorial Award for Merit in Scholarship—James Resek

Senior Prize in Area Studies—C. Cybele Chin

Senior Prize in Art History—Mary Beth Van Dyke

Angela Knott Butler Prize for Studio Art—Andrew Richards

Fredericka L. Stahl Memorial Award for Excellence in Science
Biology—Carol Rockwood
Chemistry—James Resek
Physics—Robert Erie

Senior Prize in Business—Karen Staroszczyk

Senior Prize in Computer Studies—Craig Bennett

Warren A. Peterson Memorial Award in Economics—Mathew Heiser

H. Murray Herlihy Prize in Economics—Mary Jo Casaletto

Senior Prize in Education—Gina Ross

Gail DeHerder Memorial Prize in Creative Writing—Marc Hardin

McPherson Prize for Excellence in Scholarship
English—Pamela Pleviak
French—Amy Steffen
German—Mary Jo Casaletto
Spanish—Neal Anderson
Philosophy—Ellen Cothran
Theatre—Laura Lane

Senior Prize in Independent Scholar Program—Kelly Leonard

Senior Prize in International Relations—M. Marcella Stemp

Harold B. Curtis Prize in Mathematics—Robert Boyke

Senior Prize in Politics—Matthew Johnson, Cristen Kogl

Sterling Price Williams Prize in Psychology—Jennifer Quinn

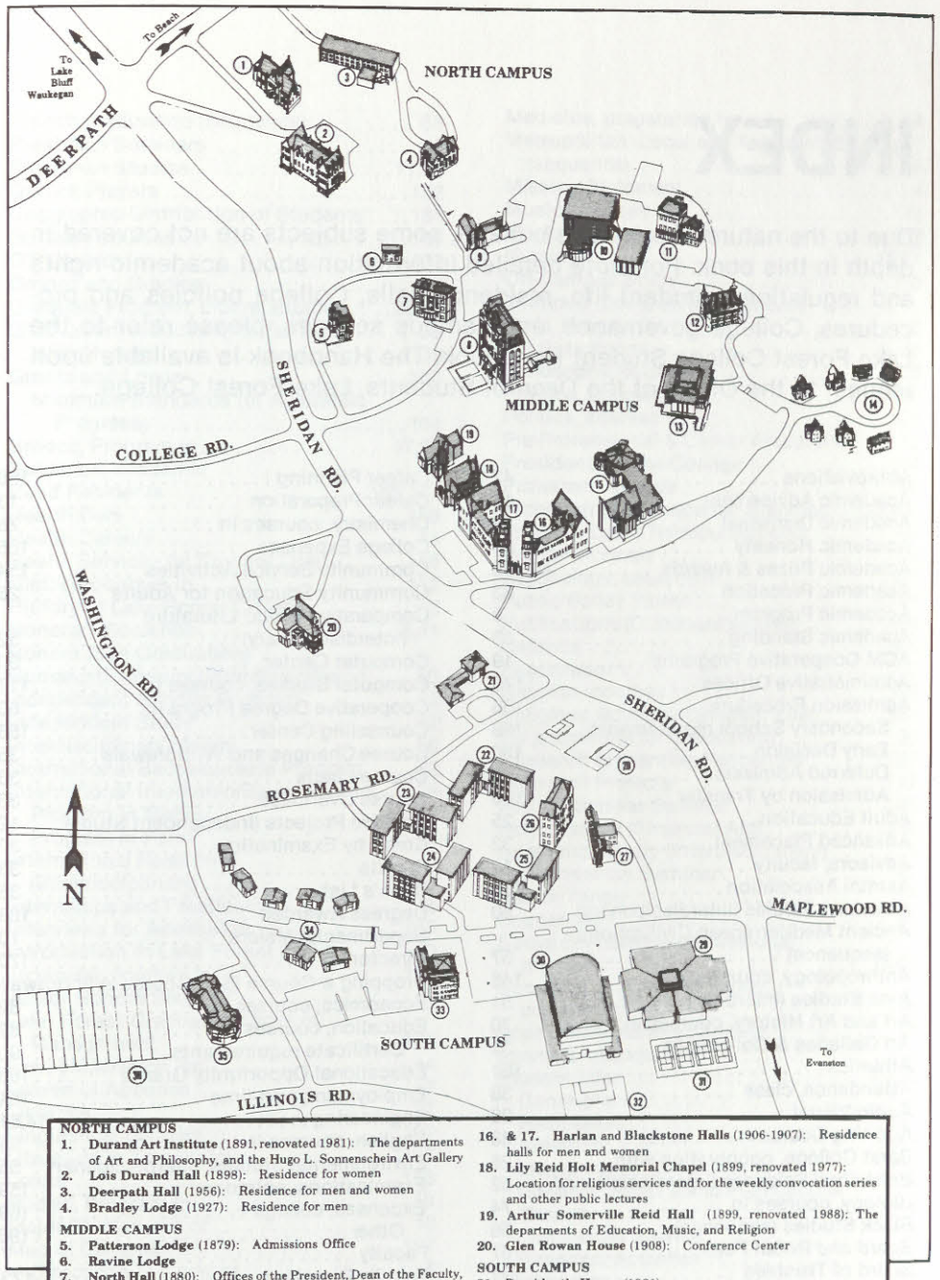
Leo F. Van Hoey Senior Prize in Sociology and Anthropology—Jennifer Quinn

Phi Beta Kappa Senior Thesis Award—Kelly Leonard

Essay Contest Award
Ellen Cothran—Second Prize

Presidents of Lake Forest College

Robert W. Patterson	1875-1877
Daniel S. Gregory	1878-1886
William C. Roberts	1886-1892
James G. K. McClure (acting)	1892-1893
John Merle Coulter	1893-1896
John J. Halsey (acting)	1896-1897
James G. K. McClure	1897-1901
Richard Davenport Harlan	1901-1906
John J. Halsey (acting)	1906-1907
John Scholte Nollen	1907-1917
Henry W. Wright (acting)	1917-1920
Herbert McComb Moore	1920-1942
Ernest A. Johnson	1942-1959
John Howard (acting)	1959-1960
William Graham Cole	1960-1969
William L. Dunn (acting)	1969-1970
Eugene Hotchkiss	1970-



NORTH CAMPUS

1. **Durand Art Institute** (1891, renovated 1981): The departments of Art and Philosophy, and the Hugo L. Sonnenschein Art Gallery
2. **Lois Durand Hall** (1898): Residence for women
3. **Deerpath Hall** (1956): Residence for men and women
4. **Bradley Lodge** (1927): Residence for men

MIDDLE CAMPUS

5. **Patterson Lodge** (1879): Admissions Office
6. **Ravine Lodge**
7. **North Hall** (1880): Offices of the President, Dean of the Faculty, Business, Registrar, Financial Aid, Public Affairs, Development and Alumni
8. **Young Hall** (1878, renovated 1982): The departments of Economics & Business, History, Mathematics, and Politics, offices of the Dean of Students, and Community and Graduate Education
9. **Facilities Management Office**
10. **Ernest A. Johnson Memorial Science Center** (1961): The departments of Biology, Chemistry, and Physics, the Freeman Science Library, and the Robert R. McCormick Auditorium
11. **Carnegie Hall** (1908): The departments of English and Foreign Languages
12. **North Gym** (1890, renovated 1988): The departments of Psychology, and Sociology & Anthropology
13. **Donnelley Library** (1964): The main library; also houses the Writing Center and Computer Services
14. **Faculty housing**
16. **& 17. Harlan** and **Blackstone Halls** (1906-1907): Residence halls for men and women
18. **Lily Reid Holt Memorial Chapel** (1899, renovated 1977): Location for religious services and for the weekly convocation series and other public lectures
19. **Arthur Somerville Reid Hall** (1899, renovated 1988): The departments of Education, Music, and Religion
20. **Glen Rowan House** (1908): Conference Center

SOUTH CAMPUS

21. **President's House** (1961)
22. - 25. **South Campus Quadrangle** (1963-1964): **22. Nollen, 23. Gregory, 24. McClure,** and **25. Roberts Hall:** Residences for men and women
26. **Moore Hall** (1892): Residence for men and women
27. **Hixon Hall** (renovated 1977): Houses the Allan Carr Theatre and the Theatre Department
28. **Wasylik Soccer field**
29. **Sports/Health Center** (1968)
30. **Alumni Memorial Field House** (1950): Indoor ice rink
31. **Tennis courts**
32. **Soccer field**
33. **Lake Forest Graduate School of Management***
34. **Faculty housing**
35. **Halas Hall:** Chicago Bears training facility*
36. **Farwell Field**

INDEX

Due to the nature of a college bulletin, some subjects are not covered in depth in this book. For more detailed information about academic rights and regulations, student life, residence halls, College policies and procedures, College governance, and campus services, please refer to the Lake Forest College Student Handbook. The Handbook is available upon request to the Office of the Dean of Students, Lake Forest College.

Abbreviations 42
Academic Advisement 11
Academic Dismissal 33
Academic Honesty 34
Academic Prizes & Awards 40,195
Academic Probation 33
Academic Program 9
Academic Standing 33
ACM Cooperative Programs 19
Administrative Offices 170
Admission Procedure: 158
  Secondary School requirements 159
  Early Decision 160
  Deferred Admission 160
  Admission by Transfer 160
Adult Education 25
Advanced Placement 32
Advisors, faculty 11
Alumni Association 182
American Studies (interdisciplinary) 50
Ancient Mediterranean Civilizations (sequence) 57
Anthropology, courses in 145
Area Studies (interdisciplinary) 51
Art and Art History, courses in 70
Art Galleries & Collections 31
Athletics 151
Attendance, class 38
Audio-Visual 29
Auditing Courses 38
Barat College, cooperation with 26
Behavioral Sciences (interdisciplinary) 52
Biology, courses in 74
Black Studies (sequence) 58
Board and Room Fees 167
Board of Trustees 171
Business, courses in 82
Calendar, academic 10
Calendar, college schedule ..... inside front cover
Campus, physical 6
Campus Tours ..... inside back cover
Career Planning 156
Career Preparation 13
Chemistry, courses in 78
College Expenses 165
Community Service Activities 154
Community Education for Adults 25
Comparative World Literature (interdisciplinary) 52
Computer Center 30
Computer Studies, courses in 117
Cooperative Degree Programs 60
Counseling Center 156
Course Changes and Withdrawals 35
Course Loads 33
Course Overloads 33
Creative Projects (Independent Study) 12
Credit by Examination 32
Credits 33
Dean's List 35
Degrees Awarded 189
Departmental Majors 70
Directory 170
Dropping a Course (See Course Withdrawal)
Economics, courses in 82
Education, courses in 89
  Certificate requirements 90
Educational Opportunity Grants 163
Employment, part-time 164
Engineering 14,61
English, courses in 95
Environmental Studies, interdisciplinary 55
Examinations, entrance 159
Expenses, college 169
  Other 196
Faculty 7
Faculty Directory 173
Faculty/Student Ratio 7
Financial Aid 161
Foreign Civilizations, courses in 101
Foreign Languages & Literatures, courses in 100
French, courses in 102

French Civilization (Sequence) 58
Freshman Seminars 43
Freshman Studies 11,43
Garrick Players 152
Geographic Distribution of Students 184
German, courses in 104
Gift Awards 163
Grades and Grading 34
Graduate Program, Liberal Studies 26,64
Graduation, requirements for 38
  With Honors 39
Grants and Loans 163
  Minimum Standards (of Academic Progress) 164
Greece, Program in 17,57
Guidance, academic 11
Head Residents 155,171
Health Care 156
Health Careers 14
Health Services (in Student Life) 156
History, courses in 112
History of Lake Forest College 3
Honorary Societies 8,41
Honors (See Graduation)
Humanistic Inquiry (interdisciplinary) 55
Independent Scholar Program 13
Independent Study 12
Interdisciplinary Majors 50
International Baccalaureate Program 32
International Internship/Study Abroad 18
  Program in Madrid 18
  Program in Paris 18
International Relations (interdisciplinary) 55
Internships and Practicums 16
Interviews for Admission 159
Introduction to Lake Forest College 3
Japanese, courses in 106
Junior Honors Seminar 47
Lake Forest Graduate School of Management 183
Law, preparation for 14
Leaves of Absence 37
Libraries 27
Linguistics, courses in 107
Literature in Translation 107
Loans 163
Madrid, Program in 18
Major Studies, list of 10
Map of Campus 197
  Directions to Campus 8
Marine Biology 19
Master's Program in Liberal Studies 26,64
Mathematics, courses in 117
Medical Technology 15,62
Medical Withdrawal from College 36
Medicine, preparation for 14
Metropolitan (Local and Regional) Studies (sequence) 58
Mission Statement 4
Music, courses in 122
Music (in Student Life) 152
Nursing 15,61
Off-Campus Study 15
Overload (See Course Overload)
Paris, Program in 18
Phi Beta Kappa 41
Philosophy, courses in 126
Physics, courses in 130
Politics, courses in 133
Pre-Professional & Career Preparation 13
Presidents of the College 196
Prizes and Awards 40
Probation (See Academic Standing) 33,165
Program Leave Reimbursements 166
Program Leaves 17
Psychology, courses in 137
Public Policy Study 15,63
Publications (Communications) 153
Refunds 168
Registration 31
Religion, courses in 142
Religious Activities (Student Life) 154
Requirements for Graduation 38
Research & Learning Resources 27
Research Projects 12
Richter Scholar Seminar 45
Scholarships (Financial Aid) 185
Scientific Inquiry (interdisciplinary) 56
Senior Honors Seminar 47
Senior Thesis 12
Sequences 56
Social Service (pre-professional program) 15,63
Sociology and Anthropology, courses in 145
Sophomore Honors Seminar 47
Spanish, courses in 108
Student Life: 7,150
  Commons 151
  Residential 151
  Athletics 151
  Music 152
  Communications and Publications 153
  Theatre 152
  Community Service 154
  Religious Activities 154
Student Loans 163
Study Terms Abroad 17
Symbols 181
Theatre, courses in 48
Theatre (in Student Life) 152

Thesis, senior 12
Tours of Campus ..... inside back cover
Trustees, Board of 171
Tuition, schedule of payments 167
Tutorial 12
Withdrawal from College 37
Refunds 168
Women's Board 183
Women's Studies (sequence) 58
Writing Center 29
Writing on Special Topics 46

Ednatha C. Scholz ..... Bulletin Editor

ADDITIONAL INFORMATION

about Lake Forest College is available by writing to the

DIRECTOR OF ADMISSIONS

. . . for admission forms, publications about the College, and materials outlining special academic programs on campus and off

DIRECTOR OF FINANCIAL AID

. . . for further details on requirements for and availability of financial aid

REGISTRAR

. . . for specifics on transcripts, registration, and transfers of credit

DEAN OF STUDENTS

. . . for particulars on housing arrangements and on extracurricular student activities.

SHOULD YOU BE VISITING LAKE FOREST COLLEGE

. . . the campus is located in the North Shore community of Lake Forest, approximately 25 miles north of Chicago via Edens Expressway and U.S. 41. The College Admissions Office is found on Middle Campus, corner Sheridan and College Rds., and is open for interviews and campus tours Monday through Friday, 9 a.m. to 4:30 p.m. the calendar year and Saturdays, 9 to 11:30 a.m. when the College is in session.

It is suggested that appointments for interviews and tours be made in advance of your visit to the Lake Forest College campus. Telephone (312) 234-3100.

Lake Forest College does not discriminate against any persons because of race, color, sex, religion, or national or ethnic origin in its education program, activities, or employment. In addition, Lake Forest College is required by Title IX and regulations thereunder not to discriminate on the basis of sex in educational programs, activities, and employment. Lake Forest College does not discriminate on the basis of handicap against any otherwise qualified person by denying participation in, or the benefits of, any College program or activity.

The campus coordinator for Title IX (prohibiting sex discrimination) is the Personnel Officer, to whom inquiries concerning Title IX may be referred. The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting Handicap discrimination) is Mr. Gordon White, Assistant to the President of the College.

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